

THE COVENANT GRADED LESSONS

A
Companion Book

For Teachers

of the

Primary Department



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by

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"Remember teacher, you are the best teacher some child will ever have."

—Bishop Vincent.



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INTRODUCTION

In several aspects this book of teaching hints will differ from the usual Teachers' Lesson-Helps book. This is because the writer believes that the teacher who longs to present Jesus Christ to the budding mind and unfolding spirit of childhood has before her or him the task of a co-artist and co-poet with the divine Creator of all goodness, all truth, and all beauty. The teaching task then becomes an art in which the teacher must live out qualities and knowledge and spirit that no teaching hints are sufficient to provide. The best lesson-helps can be but spurs and indicators! Skillfully the artist uses them, not as staves to lean upon, but as andirons, with which to touch lightly the coals of genius in the heart. They are in every teacher's heart—these divine coals! They produce the warmth of life—the glow of love and the flame of action that transcend the mechanical work, that make words and music and painting *live!*

The Sunday school teacher must be a *born* teacher! Jesus, the Master Teacher, so advised a teacher of religion in the long ago! Read about it in the Gospel Story according to St. John, chapter three!

And when you have pondered that eternal truth, read also: "The Seven Laws of Teaching", by John M. Gregory. A lately revised version of this famous classic for teachers may be bought in any religious book store. It is published by The Pilgrim Press, Boston, Massachusetts, and sells for about seventy-five cents. Or it may be gotten in any public library for "the loan of it."

Read also before beginning the year's work the treatise on "The Primary Department", in "The Departmental Teachers' Manual of the Covenant Graded Lessons, published by the Covenant Book Concern, Chicago.

STORY-TELLING

The teacher of little children has no more more effective tool than the well-told story. It is the magic wand that opens the child's imagination to the great truths and the moral and spiritual beauty of God's Word. It is the entrancing brush that paints indelible pictures on the canvas of the child's mind. It has the fascinating power that makes children of the long-ago and children of the present-time and children of the future-years akin and comrades. Subtly it makes *real* those values of life that, somehow, because they happened long-ago, might otherwise seem intangible.

Oh, the lure of the well-told tale! No world of intelligent beings could have survived without it! It has lived among the primitive and civilized, and has swayed the human emotions and ruled the reason with a boundless power. By the Story of the Good News has Christ, himself, been revealed to us! And it is his commission that we pass on that Story to generation after generatoin, to race after race, to the uttermost parts of the earth!

Learn to tell stories! Learn to tell *The Story!* Learn from the Master Story Teller! The Gospels are great galleries of pictures, collections of *his* matchless life-urging stories—the Parables!

And read and study one or two good books on story-telling. There are many on the library shelves and in good book stores. The writer suggests three classics:

"How to Tell Stories to Children", by Sara Cone Bryant, published by Houghton-Mifflin Company, Boston, Massachusetts.

"Stories and Story-Telling in Moral and Religious Education", by Edward St. John, published by The Pilgrim Press, Boston, Massachusetts.

"Story-Telling Lessons", by Henry E. Tralle, published by the Judson Press, Philadelphia, Pa.

MUSIC

One could not imagine the Christian religion apart from the spirit of praise. When Christendom "breaks ground" in heathendom, one of its most heartening tools is the hymn of praise! The Christ-life is joy! The joyous life is filled with tone and tune and rhythm. For is not the ultimate goal of every struggle, whether in nature or in human life, *harmony*? And what is harmony but *God's will done!*

The little child needs to express itself in song, music, rhythm! The Jesus-Way of life demands it. The music of the struggling world of God-forgetting humanity cries out in jazz and ragtime! But God's people sing in joy that breathes of peace and praise and harmony with *him!*

The music of the great masters of melody and harmony is due the little child. Make the child familiar in the plastic years of life with the best that has been produced by the composers and hymnwriters of sacred music. Teach the great hymns of the Christian Church.

For use in the Primary and Beginners' Departments of the Sunday school, the writer suggests three hymnals of proved worth:

"The Hymnal for American Youth", edited by H. Augustine Smith, published by The Century Company, New York City.

"Songs for Children", by Carrie B. Adams and Lillie A. Faris, published by The Standard Publishing Co., Cincinnati, Ohio.

"Songs for Little People", by Frances Weld Danielson and Grace Wilbur Conant, published by The Pilgrim Press, Boston, Massachusetts.

PICTURES

Story-telling is a brush that paints its pictures directly on the child-mind canvas. It makes the child *create* the picture for himself. It spurs him to *act*, if it is a well-told tale,—to emulate the thought and speech and deed of the hero or heroine.

The pictured story, placed before the child's eye, is no less a magic wand to touch his imagination than the story-picture. But it stirs it in a different way. It tells another's inspiration, and through that inspiration expressed, his interpretation of the message. In its subtle way, the picture, as another has seen the hero or the scene, becomes an impetus to the beholder's thought and action.

In teaching goodness, truth and beauty—the genuine Christian *life*—the teacher, who is an artist in soul, uses every good and true and beautiful means at hand to impress the lesson upon the child's mind and urge them into his heart and spirit.

No greater theme upon canvas in the world's fine art can be offered than the Master Artist Himself! The birth, life, death, resurrection, and glorification of Jesus Christ abound in the works of the master painters of the Christian world. Splendid reproductions of paintings of Biblical themes and characters can be had at reasonable prices from many publishers. A few publishers are here suggested. Each will gladly supply information and catalogues of the pictures they publish:

Underwood and Underwood, New York City.

Perry Picture Company, Malden, Massachusetts.

Brown & Company, Beverly, Massachusetts.

W. A. Wilde & Company, Boston, Massachusetts.

The New York Sunday School Commission, 73 Fifth Ave., New York City.

Taber-Prang Art Company, Springfield, Massachusetts.

Thomas Nelson & Sons, 381 Fourth Ave., New York City.

A valuable book concerning the use of pictures and art in religious teaching is:

"The Use of Art in Religious Education", by Albert E. Bailey, published by The Abingdon Press, Cincinnati, Ohio.

ILLUSTRATION OTHER THAN PICTURES

The hand is as divine a mode of expressing life as the tongue. Even in expressing the spiritual life! There is room for the valuable employment of the hand in Sunday school instruction. But the time for it is often very limited in the crowded sixty minute program. However, whenever hand-work can be employed to teach or to re-impress a lesson truth, do not hesitate to use it.

Use, too, the blackboard and chalk whenever it is expedient to do so. Many lesson-helps leaflets and books give drawings that may be copied on the blackboard. Sometimes it is possible and wise to copy them. Many times the teacher cannot make the drawing nor find someone to assist her in the task. The writer believes in spontaneous and original blackboard work by the teacher. She need not be an artist with the chalk. But she must be an artist *as a teacher*.

"*The Little Jetts*" by Wade C. Smith, published in the Sunday School Times, are examples of spontaneity in blackboard illustration for Bible stories. But the "Little Jett" himself is copyrighted and so we are not permitted to use him to illustrate our Bible Stories in the Covenant lesson course on the pages of this book. But every teacher of little children may use him on her blackboard. For about fifty cents you can secure a copy in book form of "The Little Jetts Telling Bible Stories for Young Folks", published by the Sunday School Times Co., Philadelphia, Pa. "Chalk Talks with Boys and Girls", by Ella N. Wood, published by Fleming-Revell Co., Chicago, Ill., is also a low-priced and very valuable book for Sunday school teachers to possess.

The following books are also helpful:

"The Sand-Table", by Lillie A. Faris, published by the Standard Press, Cincinnati, Ohio.

"Hand-Work in the Sunday School", by Milton S. Littlefield, published by The Sunday School Times Co., Philadelphia, Pennsylvania.

THE WORSHIP PROGRAM

The central function of the House of God is worship. It is thither that the human soul comes for special inspiration in the things of the Spirit. There is the Sanctuary of the Most High. From its domain we should emerge strengthened and refreshed to meet the demands of Christian living in the big world outside. The little child must be taught this. The little child must learn to experience it. And when he is grown he will never depart from it.

So keenly must this need of worship become to the child that he will carry it into the home with him. And so keenly must the influence work that there will be a sanctuary, too, in his home, where every day the home folks will meet to talk with God. And, by and by, this need for worship and its satisfying will become so urgent that the child's heart will continually harbor it, and he will come to live always and everywhere before "the face of Jehovah to serve him."

Training the child's devotional life is the sacred privilege of the Sunday school teacher who comes to her task with the spirit of the artist. The Great Master of the Spiritual Life prayed without ceasing! And he taught his pupils to pray.

No writer of lesson-helps can in so many words or directions tell you how to teach the little child reverence and devotion to God. It must *exude*, so to speak, from the pores of your own spiritual life and infect the child.

A helpful little book on "Children's Devotions", by Gerrit Verkuy, is published by the Westminster Press, (The Presbyterian Board of Publication), Philadelphia, Pa. It gives a number of beautiful prayers for little children to learn, as well as suggestions for petition and praise.

HINTS TO TEACHERS IN THE SMALL SUNDAY SCHOOLS

In schools where the enrollment in the Primary and Beginners' Departments is small, it becomes, frequently, because of housing, etc., necessary to hold the session for these departments in unison. In planning the Bible Story material for the Covenant Graded Lesson Course, this situation was clearly foreseen. Hence, the *same* Bible Story material for the two departments. But in order to get the right response from the children it is necessary to provide for separate class instruction for the respective age-groups. The Primary children are capable of more self-effort, better self-expression, and mastering of memory verses, than are the Beginners. The Primary children's opportunities should, therefore, be bigger along the lines of self-expression—story telling among themselves and by themselves, and the learning of bigger and more selections of Scripture, etc.—than should the Beginners'. The little Beginner needs more frequent repetition of the same memory verse, and will be better nourished mentally and spiritually at his stage of development if the Bible Stories are told *to* him.

In a small school, therefore, let the two departments join together in the worship, fellowship and offering part of the program, but have the Primary and Beginners' classes apart for their particular class work—the pre-lesson talk, the lesson story, the memory work and the homework assignments.

Only in the *very small* school where there are not more than six or seven pupils ranging in age from four to seven, and where it has been proved impossible to secure more than one teacher, should the pupils of the Beginners' and Primary Departments be taught in one and the same class. However, even here the line between the departments should be clearly drawn. The six-and-seven-year-olds should be given the textbooks, Bible Stories, and should be called upon first to tell their story and recite the memory verses. Thereupon the teacher will again tell the story for the benefit of the Beginners, call for their memory work, and send their cards home to be pasted into the albums. In this way both departments can, when it is absolutely necessary, be taught in one class.

Illustrative material and hymns are suggested in manifold. However, choose but a *few* for use during each session. Time will not permit the use of every picture and hymn suggested. And in choosing the hymns especially, it is wiser to sing but one or two in addition to the lesson-group hymn. Make your choices, bearing in mind the capacity and ability of the youngest child in the group. If practicable, repeat the same hymn several times during the session. Adopt one hymn for use as an offertory, or one verse (Bible verse or other appropriate selection) as an offering-prayer.

The simpler the program is, which is planned and carried out, the easier it will be to maintain an atmosphere of gladsome reverence throughout the session.

A JOINT PROGRAM

SUGGESTIONS FOR PLANNING A PROGRAM FOR THE USE OF PRIMARY AND BEGINNERS' DEPARTMENTS MEETING TOGETHER

Quiet music or introductory hymn.

Greeting by the department leader (Superintendent or head teacher).

(This greeting should be brief and vary from Sunday to Sunday.)

Song by the children. (Choose a hymn expressing thanks.)

Offering: 1. The offering hymn or prayer.

2. The taking of the offering.

(Suggestion for prayer:

*"We bring our gifts, dear Father,
And lay them at thy feet;
O, give them some fine work to do,
Some holy service sweet;
Our hearts, our lives, our offerings, take,
And bless them for Lord Jesus' sake. Amen.)*

Fellowship service: 1. Introduce new pupils.

2. Greet visitors.

3. Recognize birthdays.

4. Cradle Roll exercise (one a month.)

Prayer.

CLASSES: The Primary children and the Beginners gathering in separate groups under their respective teachers' guidance and instruction for pre-lesson talks, lesson story telling, memory work learning and reciting, missionary instruction, homework assignment, handwork, etc.

Closing exercises: 1. Singing of lesson story song.

2. Distribution of papers, etc.

3. Parting hymn or prayer.

MISSIONARY INSTRUCTION

The Primary child is beginning his membership in *society at large*. His sphere is broadening. It is no longer confined to the jurisdiction of home alone. The public school attendance makes the Primary boy and girl community citizens in fact. The Primary age is the time to begin missionary teaching that reaches out to many lands. And no more fascinating method is there than the missionary story well told and aptly illustrated.

Where the Primary Department gathers for its own session independently of the other departments of the Sunday School, this missionary story can well be a feature of the offering-taking one Sunday each month, or the Sunday that closes a particular group of Bible Story instruction, or in connection with the birth-day-offering-taking at certain intervals. When the Primary Department is not a separate unit unto itself, but must gather for worship, offering service and fellowship service, in unison with the Beginners' Department, the missionary story may be given at the close of each Bible Story Group instruction by the class teacher during the class gathering.

The child's conception of Christianity should not be separated from missionary ideals. The missionary idea must early be presented to the child and blended with the idea of the Christian life. Telling the Gospel Story, giving of our possessions and giving ourselves in service, are ideas that should be inseparable in presenting the cause of missions. There are six steps, as someone has wisely said it, in the normal making of a missionary. They are: "knowledge; interest growing out of knowledge rightly presented; love growing out of deepening interest; a sense of personal responsibility to those about whom the knowledge has been gained; a sense of God's claim upon the Christian's life; the decision of the will to accept the responsibility in obedience to the call of God."

LESSON 1

Theme: GOD THE CREATOR

GOD MADE HEAVEN AND EARTH

The Bible Text: Gen. 1:1-10; Ps. 33:6-9.

The Topical Memory Verse: "The earth is the Lord's and the fulness thereof." Ps. 24:1.

The Lesson Memory Verse: "In the beginning God created the heavens and the earth." Gen. 1:1.

Extra Memory Work: The Lord's Prayer (Part 1):

"Our Father who art in heaven,
Hallowed be thy name.
Thy kingdom come.
Thy will be done, as in heaven, so on earth."

To the Teacher: Someone has aptly said that the Bible is the "holy mother tongue of the human race." Surely, to be nurtured in God's Book is to be familiar with the common language of God's whole family in heaven and on earth. Just as familiarity with Nature brings to the mind and heart a singular veneration and affection for her, so does familiarity with God's Book bring to the spirit an unspeakable love for the Creator of Nature and the Father of mankind.

The first chapter of God's Book is the most magnificent poem in all the literatures of all the languages of the world. And it is *more than that!* It is a matchless historical statement. In it are at once *laid bare* and *concealed* the happenings of vast and incomprehensible ages! It tells us simply and clearly, the story of the creation of the heavens and the earth, and of the beginnings of life on the earth, as God by his fiat spoke order out of chaos and made the planet, we so well know—the earth—inhabitable and inhabited. The first chapter of Genesis does not burden us with details. It does not signify the tools that God used, nor the processes he commanded, for who dare limit the fiat of God to "voice and tongue"? Nor can we figure out the *length of the epochs of time* covered by the wonders that were brought to pass in the morning time of creation. The poem gives us the simple term of "*day and night*", and no others are necessary to give us the "picture"

of the bringing to pass of God's handiwork. How can man wish to dispute the creation story in Genesis? Man's power of observation and understanding is but a mere atom of the powers that move in the vast universe!

Go before your class of little children and tell them with joyous fervor, because you believe it with all your heart, that *God* created heaven and earth!

The Lesson Approach: Holding the Bible in your hand so that every child in the class may see it, tell your pupils: "I have a book in my hand. Tell me how it looks to you!" Let the children describe its appearance. Tell them that this wonderful book is the most widely printed and read book on earth. It has been translated into more languages than any other book. It contains the best-known and most beloved stories in all the world. And one of its most *wonderful* stories is contained in its very first chapter. It is the story about *how things came to be from the very beginning of time*. It answers such questions as: "Why is there day and night?" "And earth and sky and sea?" "Who made all these things?"

THE LESSON STORY

The story of how the earth came to be is a very old story. It was probably first put down on stone tablets. After a while it was written on skins. And by and by it was written on a paper-like material. And

through the years and years of time it has come to us, until to-day we read it from the beautifully printed page of our Bibles, so that we may know, as we look at the sky above us, and walk on the earth, and enjoy the light and the air and the water on the earth and the clouds above us *who* it was that made them all and *who* it is that keeps them all in their order and beauty. God made them! Yes, in the beginning—long, long, ago, *so long ago* that no one can tell how many years since that time—God created the heavens and earth. He did it step by step.

Continue to tell the story as it is given on page 7 of the Bible Story Book (the *blue* book).

PRAYER

Conclude the story telling with prayer:

"Dear heavenly Father, God, the Creator, we thank thee that by thy word the heavens were made, and all the host of them by the breath of thy mouth; that thou didst gather together the waters of the sea as a heap, and layest them up as in a storehouse. We cannot understand the wonders of creation. But in our hearts we feel that all of it is good, and we thank thee:

'For this day's morning with its light,

For rest and shelter in the night,
For health and food, and homes and friends,

For everything thy goodness sends,
We thank thee, heavenly Father!'"

THE MEMORY WORK

Let the children come to feel that it is a privilege and an accomplishment to be

able to quote verses from God's Book—this, the world's *greatest story book*! To-day they are to learn the very *first verse* from the very first story in that Book Teach the lesson memory verse. Naturally, what God has made *belongs* to him! Teach the children the topical memory verse. Then play for them the melody of the lesson group song (page 14 in The Bible Story Book). Would they like to hear the *words* of that song? Teach them.

HOMEWORK

God *works*! His handiwork is everywhere. We, his creatures, must work if we would be happy. Boys and girls must work. They must think. They must grow. And during the Sunday school year the little boys and girls in the class will want to *think* and *do* and *grow*. So we are going to learn a story and a lesson during the weekdays each week this year. For next Sunday it will be another story about things that God created back in the beginning of time. Read next Sunday's lesson story and memory verse to the class. Then ask the children to plead at home for mother's or big sister's or big brother's or daddy's or someone's else help to learn the story by *reading it every day and talking about it*, as well as repeating the memory verse each day. Also suggest that the children begin to learn the Lord's Prayer. The first half of it is noted in the Story Book on page 5. Perhaps they already know the Lord's Prayer?

Illustrative material: The Lesson Picture in the Story Book meets the child's peculiar fascination for a God that looks, speaks and acts like a human being. Children think in images, and this is the only way in which we can have a *picture* of God. If it is possible, teach the lesson out-of-doors. Out-of-doors teaching will enhance the impression of the lesson. Pictures of nighttime and daytime, dawn and sunset, mists and clouds, the sea—both with vivid shore-lines and in expanse—are suggestive and helpful.

Suggested Hymns: "Night and Day", No. 40, Songs for Little People.
"Lord, Thy Glory Fills the Heaven," No. 33 (1st and 3rd stanzas),
Hymnal for American Youth.
"A New Created World," Page 14, The Bible Story Book.
"Our Gifts," No. 81, Songs for Children—(An Offering Song).
"Closing Prayer," No. 98, Songs for Little People—(A Closing Hymn).

LESSON 2

Theme: GOD THE CREATOR

GOD MADE THE PLANTS

The Bible Text: Gen. 1: 11-15; Ps. 104: 13, 14.

The Topical Memory Verse: "The earth is the Lord's and the fulness thereof."

The Lesson Memory Verse: "He causeth the grass to grow for the cattle, and herb for the service of man." Ps. 104: 14.

Extra Memory Work: The Lord's Prayer. (Part 1).

To the Teacher: This lesson covers the "third" and "fourth" stages of the work of the Creator in making the earth inhabitable. The significance of the word "day", as used in the first chapter of Genesis is a mooted question. Shall it be interpreted literally, or may it be understood representatively? Many sincere Christians believe that it may be interpreted representatively. Dr. E. Nisbet, in his: "Science of the Day and Genesis", explains that it is probable that God revealed to Moses in six consecutive visions the steps of his creative work on earth, each vision being gradually introduced and gradually faded out, so that to the mind of the prophet they appeared as ordinary days, while they stood in the divine Mind, with whom "one day is as a thousand years and a thousand years as a day", as representative of great epochs of time. God's purpose in inspiring the written account of creation in Genesis was to teach great spiritual truths. God wishes to impress upon his handiwork that the entire universe and man had their origin in himself—in God. The creation stories in the Bible are therefore brief, simple, direct, and told in poetic rather than scientific language.

The creation story in the second chapter of Genesis submits the work of creation as having taken place in *one* day—"in the day" (Chapter 2, 4th verse), a matter which has given rise to many church controversies. No matter how we feel that we must for ourselves interpret these things, we know that God's works with order and precision, without hurry and shackle. Science can never disprove the truth in the Bible story. Nor can God become less marvelous, just, good and holy to reverently thinking souls be-

cause of discoveries that are science in fact as well as theory, for these discoveries lay bare the handwork of God. Order and beauty are in every sweep of God's will through the universe. Dear teacher, does not *your* soul thrill at the thought of it? Make your little pupils feel that thrill, too!

The Lesson Approach: Refresh the children's memories on some of the details of last Sunday's lesson. (When the children arrived in class at the beginning of the session, you might have been busy arranging flowers about the room, or have placed pictures of garden and field and woods, within eye focus of the pupils). Following the short review of last Sunday's lesson, begin to handle the flowers, twigs, grasses, etc., or to call attention to the pictures from Nature. Where have the children seen these flowers, grasses, etc.? Have they noticed how they come up out of the ground and when? What caused them to grow? The *picture* of the beauties of Nature have been painted and drawn by the *hands of men*. But the *real* growing things, *no man could make!* You and I can draw the likeness, the picture, of a flower! But we cannot make a *real* flower. *Who* has made them? Who alone can make them grow? Does anyone know that beautiful Bible verse, we learned last Sunday, that tells to *whom* the growing things, and not only the growing things, but *all* things on earth, belong? Let the children repeat the topical memory verse. Then talk about the *use* of the growing things. They are beautiful. Some of them are good for food. Others for medicine. Others for shelter. Others for making things that bring us many

comforts. The conversational period could be drawn out almost "without end" along this line of "investigation" about the usefulness of earth's plant life, but when the interest waxes keenest, lead directly and enthusiastically to the lesson memory verse for the day: "He causeth the grass to grow for the cattle, and herb for the service of man", the beautiful verse from the 104th Psalm. Let the children repeat it, severally and in unison. Then let them rise and sing the lesson group song verse.

THE LESSON STORY

If God had stopped in his work of creation after he had made the heavens and the earth, there would have been no story of the Creation. For then there would have been nothing on earth to need to know how God's power worked order out of emptiness and confusion. But God wanted to make something very beautiful and wonderful of this earth and of the heavens and of the seas. So, step by step, he continued his work. In to-day's lesson story we learn how the growing things on earth—those things we have been talking about together—came to be, way back in the beginning of time. Tell me the story about God making earth's plant life, and the seasons of the year that the plant life might have the right conditions in which to grow, and the wonderful power given the plant-life that it might keep on and on growing. Let the children tell the lesson story as they have learned it from their Bible Story Book. Spur on the narration with questions, if necessary. Let all the children assist in "building together" the

story. Close the story-telling period by another repetition of the lesson memory verse.

THE PRAYERTIME

The memory verses for the lesson have been mastered "interwovenly" in the informal pre-lesson talk. Take the usual time allotted to memory-work drill for a prayertime. Talk simply concerning prayer. God, the Creator, wonderfully made the earth. It was his holy will that ruled order and beauty on earth. But, through sin, men have often hindered God's Will, and made ugly the beauties of God's creation. When Jesus was on earth, he saw this. He taught his followers a prayer, in which the longing in man's heart, that *God's will* might rule the earth, poured itself. That prayer has been called: "The Lord's Prayer." Let us pray it. If the children can follow you, let them join you in repeating the first part of the Lord's Prayer, which you suggested that they learn at home.

HOMEWORK

The more we learn about God's creation, the more we begin to know him and love him. Next Sunday's lesson is about more of God's creation. Let the children open their Story Book to Lesson 3. Read the story and memory verse and assign them for home study. Suggest that the children think, during the week, of all the animals they have seen, and come prepared to tell about them in class next Sunday. Remind the children to pray each day the first part of the Lord's Prayer. If any of the children know the *whole* Lord's Prayer, of course, they will pray the entire prayer each day!

Illustrative material: The lesson story picture (In the Story Book and on the Lesson-Picture Chart).

Pictures of scenes from Nature, depicting the plant-life, familiar and unfamiliar.

Blackboard drawings by the children of flowers that they know. Nature, herself. (A walk through the fields or woods, teaching the lesson as you go).

Planting of seeds by the teacher and children in the church garden (if there is a lawn outside the church), in flower boxes or pots.

Hymns: The lesson group hymn: "A New Created World."

"Lord of the Sunlight", Page 35, "Songs for Little People."

"Summer Praise Hymn", Page 7, "Songs for Little People."

LESSON 3

Theme: GOD THE CREATOR

GOD MADE THE ANIMALS

The Bible Text: Gen. 1: 20-25.

The Topical Memory Verse: "The earth is the Lord's and the fulness thereof."

The Lesson Memory Verse: "For every beast of the forest is mine, and the cattle on the thousand hills." Ps. 50: 10.

The Extra Memory Work: The Lord's Prayer. (Part 1).

To the Teacher: Oh, the fascination of pondering the creative work of God! Surely no scientist who is honest can become vain about his speculations as to the *how* and *why* of this stupendously marvelous world of ours! Nor the theologian, whose spirit gropes toward God, be pompous in his interpretations of God's creative work! For the great questions regarding the being of the universe are beyond the intelligence of man. *They are!* We *perceive* the effects of God's power! And *everything* that God has made is marvelous in itself, and after its kind. In a certain sense the brown earth is just as wonderfully made as the blade of grass that springs from it; the grass is just as wonderfully made as the cow that feasts upon it; the cow is just as wonderfully made as the man who drinks her milk and thrives on her flesh; all are of the earth—*earthly*; all are after their kind, and made for special destinies. It is not base of you and me to acknowledge that as dust of the earth we are related to the lower forms of life. Yet it is glorious for you and me to realize that man is different and highly exalted above every other creature and created for a destiny higher and grander than any of these. The revelation in Genesis emphasizes that God created each after its own kind. Environment and circumstances of nature have through the ages effected changes, adaptations, in the forms and habits of the species, but we find that the *nature* of the life form in each "kingdom" of creation *has been the same and will always be the same* in God's order of creation. Dear teacher, as you give the child its first lessons on the "how" and "why" of life, realizing that the boy or girl in time shall meet

with many scientific theories of creation, teach these lessons so that the child shall know that creation is *God's* work, that it has been progressive, that living things come into existence after their kind, and the child's faith need never waver.

The Lesson Approach: Let the children draw on paper or on the blackboard their interpretation of some of the things of Nature that were talked about in last Sunday's lesson, each child naming the things they draw—the sun, moon, stars, grass, flowers, fruit, etc. The drawings will be crude, but the children will be delighted over this kind of opportunity to express themselves. The drawing exercise should not take up more than five to seven minutes of the program, and you should have all the necessary materials for the work ready to distribute among the children promptly at the beginning of the "lesson approach" period. Then take a few minutes to investigate the lesson picture for to-day's lesson. What *new* "creations" do they see in it—"creations" that did not appear in the picture for last Sunday's lesson? The animals! Let the children name all the animals they know—have seen or know about from pictures. Perhaps the children have noticed that while the plants have life—can come to being and grow and fade and die—there is a difference between the plant life and the animal life on earth that is very marked? Yes, animals *move* about from place to place. They have flesh and bone and hide! They eat of the growing things, of the plant life. Discuss this difference between animal and plant life through enough interesting facts to impress upon the child

that the animal kingdom is a *higher-life kingdom* than the vegetable or plant-life kingdom. Close the conversational period by singing the lesson group song.

THE LESSON STORY

When the children have grouped themselves about you for the lesson story time, urge the re-telling of it by them by asking a few introductory questions: "Who made heaven and earth? With what did he beautify the earth? For whose use were the grass and herbs made? How did 'the cattle' come to be? Tell me how the fish began to swarm in the sea, birds fly in the air, crawling things sprawl over the earth, beasts wander over the hills?" Close the lesson story time by having the children in unison repeat the topical memory verse.

THE MEMORY RECITATIONS

The verse about the grass for the use of the cattle and the herb for the service of

man has been quoted from the book of the Psalms in the Bible. To-day's memory verse comes to us from the same book. It is just another way of saying that everything on earth belongs to God. "For every beast of the forest is mine (saith God), and the cattle on the thousand hills." Let the children repeat the lesson memory verse severally and together.

HOMEWORK

Read and prepare for homework assignment the lesson about the creation of man. Introduce it by telling the children that not only does the Bible tell us that "The earth is the Lord's and the fulness thereof", but that same verse continues to say: "The world and they that dwell therein." All the little children and all the grown-ups, who live on the earth, *belong to God*. Isn't that a beautiful thought to think about? Think about it all week and come prepared next Sunday to tell the story of man's creation—how people came to be.

Illustrative material: The lesson story picture.

Pictures of animals of many kinds.

An out-of-doors session where birds may be observed, or if the School is near pasture-lands, where cattle may be seen, etc.

Hymns: The lesson group song.

"A Bird Song", No. 148, Songs for Little People.

"The Squirrel", No. 104, Songs for Little People.

"Little Lamb, Who Made Thee?" No. 16, Songs for Little People.

"All Things Bright and Beautiful", No. 15, Songs for Little People.

LESSON 4

Theme: GOD THE CREATOR

GOD MADE MAN

The Bible Text: Gen. 1: 26-31; 2: 7-23.

The Topical Memory Verse: "The earth is the Lord's and the fulness thereof; the world and they that dwell therein."

The Lesson Memory Verse: "God created man in his own image." Gen. 1: 27.

The Extra Memory Work: The Lord's Prayer. (Part 1).

To the Teacher: In an article entitled: "What is man for?", G. A. Studdert Kennedy, well-known English clergyman, says: "The purpose of matter is life, and the purpose of life is mind, and mind is most fully developed in man; therefore matter and all that matter means is for man. And what is man for? Aye—that is the question! When we ask that we are getting down to it. If all this is for me, if the starry sky above me and the earth beneath my feet, if every majestic movement of the ages is for me, *then what am I for?* When a man stands alone before the wonders of the earth and asks that question honestly, humbly, with awe and reverence, *then he has begun to live!* His feet are set upon a path which leads—whither? I believe to the presence of the angels, and the very throne of God!"

The Lesson Approach: In the pre-lesson talk for Lesson No. 4, lead the "threads of conversation" about God's creation, so that the child will realize that if the animal kingdom is *more* interesting than the plant-life kingdom, the kingdom of *man* must needs be *most* interesting of all earthly life. Have the four "Creation Story" pictures hanging, or placed otherwise, "back-side out" before the class. Have one of the pupils come up to the "back-side out" pictures and at your direction turn the "picture-side" out to the view of his classmates. Turn one picture at the time and talk about it. When the fourth picture is turned to view, let the children talk about the "new" creatures in it. In what ways is man unlike the animals? First, we learned about the creation of the "still

things" on earth; then we learned about the "growing things" that had to live where God planted them and where their seeds were carried by the winds; then we learned about the "life that could move about and make sounds and find food"—the animal life on earth. All these creations were made by God. All of them obeyed his law, according to their natures. They *had* to do it! The sun and moon could not help rising and setting, as the earth moved around on its axis. The flowers could not help growing on the plants and trees that God made. The animals, so like man in many ways, yielded to God's rules for their habits of life without asking: "Why?" But, after he had made all these and established their natures on earth, God made a better, more able, nobler creature than all of the things, the plants, and the animals, that he had made. Tell me some of the things that man can do, that boys and girls can do, that no animal can do! Close the conversation by singing the hymn: "All things bright and beautiful, All creatures great and small, And all things wise and wonderful, the Lord God made them all."

THE LESSON STORY

Introduce the re-telling of the lesson story by calling for a recitation in unison of the topical memory verse: "The earth is the Lord's and the fulness thereof; the world and they that dwell therein." And the question "Who *dwell* (are housed, or sheltered) on the earth? ? And how did people come to be?" Then let the children re-tell the lesson story as they have learned it

from the Story Book. Close the story-period by having each pupil repeat the lesson memory verse.

THE MEMORY WORK AND PRAYERTIME

If your teaching has been effective teaching, the children in the Primary class have come to *feel*, and feel *deeply*, a beautiful appreciation of the Author of all things. They have unconsciously *and* consciously come to think of him as they would think of a father. The memory verses, the lesson group song and the other songs, the stories, the prayers, the illustrations, have all worked toward this end. Pray that God may make that impression indelible in the hearts of the little children—for in their hearts *his Spirit* wants to live. The children have been created in God's image. When everyone on earth re-

alizes that and accordingly begins to live in obedience to God's will, then will his kingdom come on earth as it is in heaven. Let the children join you in repeating the first part of the Lord's Prayer.

HOMEWORK

God, who has made all things and all creatures and man, also *takes care* of his world. Especially does he care for the creatures made in his image—for men and women and little children. Expressing this thought, prepare and assign for home study the lesson story for next Sunday, and the memory verse for the new "God's Care" topics, and the lesson memory verse. Ask the children to think of the many ways in which God cares for them—to think of that all week!

Illustrative material: The lesson story picture in the Story Book and Picture Chart.
Picture of modern people, grown-ups and little children.

Hymns: The lesson group song.

"All things Bright and Beautiful", No. 15, Songs for Little People.

"It is He that Hath Made Us", No. 133, Songs for Children.

LITTLE TEA-BLOSSOM AND GOD'S IMAGE

(A Missionary Story).

Little Tea-Blossom was seven years old and lived in the beautiful land of Japan. Japan is a part of God's wonderful world, even tho it is quite far away from the part of the world in which you and I live.

Little Tea-Blossom lived next door to a missionary lady, and as time went on the missionary-lady and little Tea-Blossom became very good friends. Little Tea-Blossom liked to hear the wonderful stories that the missionary-lady told to the children in the mission school across the way.

One day little Tea-Blossom slipped into the school just as the missionary-lady was telling a story about "God's Image." The missionary-lady had almost finished telling the story, but little Tea-Blossom did hear the closing part of it—that *everybody* was made in God's image. That gave her much to think about. Little Tea-Blossom's mother and father had never told her that!

Not far from little Tea-Blossom's home was a shrine or place of worship on the

road, and there in the shrine was a queer-looking image of stone that grinned an ugly grin at everybody who passed. But little Tea-Blossom called it God. Her mother and father and sisters and brothers called it God, too. They often went there to worship, and when they were sick or in trouble they would carry their treasures out to the shrine and place them before the grinning stone God. They thought that would please him and make him want to help them.

The missionary-lady had said that *everybody* was made in God's image! Little Tea-Blossom hurried down the road and looked at the stone image. Then she ran home and found a mirror and looked in that. She made faces—grinned and twitched her mouth into all sorts of queer shapes—but, surely, she did not look like the stone God! It could not be that she, who loved to smile and whose cheeks were round and pretty, could have been made in the image of God! Oh, no! But the missionary lady was so good

and kind and always spoke *true* things! She must run to her house and talk with her about it!

"Dear little Tea-Blossom", said the missionary-lady, "The dear God, who made us, is not of stone! The stone image in the shrine by the road is an idol. He is cold and hard and dead. He cannot create living creatures. He cannot help." And then the missionary-lady told little Tea-Blossom the beautiful story of Creation from God's Book, the Bible, and little Tea-Blossom listened eagerly about the way God had made the earth and the fulness thereof, and the world and they that dwell therein.

"Honorable Missionary-lady", said little Tea-Blossom, "Are you sure God made the *yellgw* people in his image, too?"

"Yes, little Tea-Blossom, for the spirit of life that God breathed into man, when he made him of the dust of the earth, is that something inside of us that has no color—it is that something which makes us feel God's nearness in our hearts and makes us love him and want to obey him and love our fellow men. That is what God is like, and when we love him and believe him we keep *him* in our hearts. And whether we have white skins or yellow skins or black skins or brown skins, we are *God's children*."

"Do the little white children across the sea know that?" asked Tea-Blossom.

"That is the reason they have given their pennies to send me here", said the missionary lady. "And that is the reason they pray for and love you, little Tea-Blossom."

LESSON 5

Theme: GOD'S LOVING CARE

GOD GIVES US OUR HOMES

The Bible Material: Exodus 2:1-10.

The Topical Memory Verse: "He careth for you." 1 Pet. 5: 7.

The Lesson Memory Verse: "Suffer the little children to come unto me; forbid them not; for to such belongeth the kingdom of God." Mark. 10:14.

The Extra Memory Work: The Lord's Prayer" (Continued).
"Give us this day our daily bread."

To the Teacher: The lessons about "God's Loving Care", like the "Creation Stories", are lessons intended to kindle and increase the child's appreciation of God, helping him to trace *himself* and *his daily benefits* back to *their sources* the heavenly Father; showing the child that God's care is behind everything that God has created. By simple combination of informal conversation and story-telling you are endeavoring to interpret "religiously" the child's world—his every day experiences and environment,—so that he may from his earliest childhood years, "live and move and have his being" in the conscious presence of the heavenly Father. To interpret the sweet, child-trusting, genuine "godwardness", so that the little child will come to feel it, to know it, to rejoice in it, you must *yourself live it!* You must *yourself* live in "the Kingdom of God—it must belong to you and you to it by actual experience. Jesus told one of the prominent Hebrew teachers of his day: "Marvel not that I say unto thee, Ye must be born anew!" Dear teacher of little children, Ye, too, must be born anew in Christ's image, if ye would teach effectively these lessons of faith in and appreciation of God's loving care. If you are worrying about "what ye shall eat, or what ye shall drink, or what ye shall put on", you are like the "Gentiles", and foreign to the Kingdom of God!

12, Songs for Little People. Talk with them about *home*—their homes. Let them tell you all about the things and the people that make home dear to them. Then pray:

"We thank thee, Father, for our homes,
Our daddies and our mothers;
O, make us children good and kind,
And helpful to the others."

THE LESSON STORY

Children, we have talked about our homes, and all the things and the people in our homes, that help to make them happy places to live in. Last Sunday, you may remember, we talked about the *first home*—the home in the Garden of Eden, where the first man and the first woman were happy together. To-day we have a story to tell about a home that was both happy and sad. It was the home of *good people*. But it happened to be in a country where the rulers of the people caused many homes to be unhappy, even houses of good people. I know you are eager to tell me that story. ———; will you tell us about that home in the long ago time? Let either one pupil "build up" the lesson story incident by incident, or allow several children to "build it together", while the whole class listens and helps.

THE MEMORY WORK

The topical memory verse could not possibly be more concisely to the point. It is easily mastered. Let every child repeat it.

The Lesson Approach: Sing for the children the beautiful hymn by J. M. Murray, set to the music of an old Norse lullaby: "How Strong and Sweet My Father's Care", No.

The lesson memory verse is not difficult to memorize, but requires more drill. Connect the thought about God's Kingdom, prayed for in The Lord's Prayer, with the thought about little children *belonging* to that Kingdom. God's kingdom is *at home in the hearts* of those who love him and obey him. God *rules* such hearts, is *king* there. That is difficult for us to *understand*, but we can *feel* the truth of it in our hearts. The word "suffer", with which the lesson memory verse begins, does not mean to experience pain. It is an old-time English word for "let" or "permit" or "allow". I believe Jesus meant: "*Tell* the children to come unto me; forbid them not; for to them belongs the Kingdom of God, or the Kingdom of my heavenly Father and *their* heavenly Father." After teaching the memory verses, play for the

children the melody of the lesson group hymn (Page 28 of the Bible Story Book). Then teach them the words of that little chorus.

HOMEWORK

Prepare the children for the study at home, during the week days, of next Sunday's lesson. Read also the *first line* of the *second part* of the Lord's Prayer, and ask the children to learn it in connection with the lesson story about "Food". Encourage the children to converse with mother during the "home days" about the wonderful care of the heavenly Father. Perhaps, too, the boys and girls would like to *teach mother* the little chorus: "God Will Take Care of You."?

Illustrative material: The lesson picture for lesson No. 4.

The lesson picture for lesson No. 5.

Pictures of the interiors of happy homes; of mothers and fathers and little children "dwelling together" joyfully.

Draw a picture on the blackboard of a dwelling house,—the outside of it,—but impress upon your little pupils, that a house is "*but a shell*" for the *real home*.

Hymns: The lesson group song.

No. 12, Songs for Little People.

No. 144, Songs for Little People.

"I Want To Hold my Mother's Hand", No. 45, Songs for Children.

LESSON 6

Theme: GOD'S LOVING CARE

GOD GIVES US FOOD

The Bible Material: Exodus 16: 4-21.

The Topical Memory Verse: "He careth for you."

The Lesson Memory Verse: "He sent them food to the full." Ps. 78:25.

The Extra Memory Work: The Lord's Prayer (Continued):

"Give us this day our daily bread."

Blessing before Meals: Dear heavenly Father, bless this food to our use and us to thy service, in the name of Jesus."

To the Teacher: May we not say that *bread* is the most interesting commodity in the world? When Jesus, the great Teacher, wished to impress upon his listeners how essential he was, how essential his Spirit was, to mankind, he took one of the homely things—the most homely, perhaps,—to illustrate the truth. He said: "I am the *Bread of Life*." For bread is the commonest, the simplest, the most universal of food. All peoples eat bread in some form. The epicure and the starveling eat it. It is on our tables and at the board of most of the earth's people at all seasons. Everyday fare! An everyday necessity! Everybody's nourishment!

Dear teacher, as you teach your little pupils about God's loving providence, may you do so from a "well nourished" heart of your own—a heart and a spirit fed by the Bread of Life Himself!

The Lesson Approach: Talk with the children about bread. Bread has proverbially been called "the staff of life", and is the most familiar form of food to all peoples on the earth. Let the children tell you what mother puts into "making of bread", if mother bakes bread at home. Otherwise talk about the "baker's bread."

Draw on the blackboard, as you talk. A loaf of bread is easily sketched. Some of the ingredients of bread are easily represented by crude outline drawings—flour, by a "bag of flour"; sugar, by a sugar-bowl or box marked: Sugar; eggs; milk by a pitcher; water by a cup, etc. (If your class is small, let the children come to the

blackboard and make the drawings. They will enjoy it!) Then tell the children that there are other things "back of the bread-making." And tell them briefly but vividly the story of the "flour":

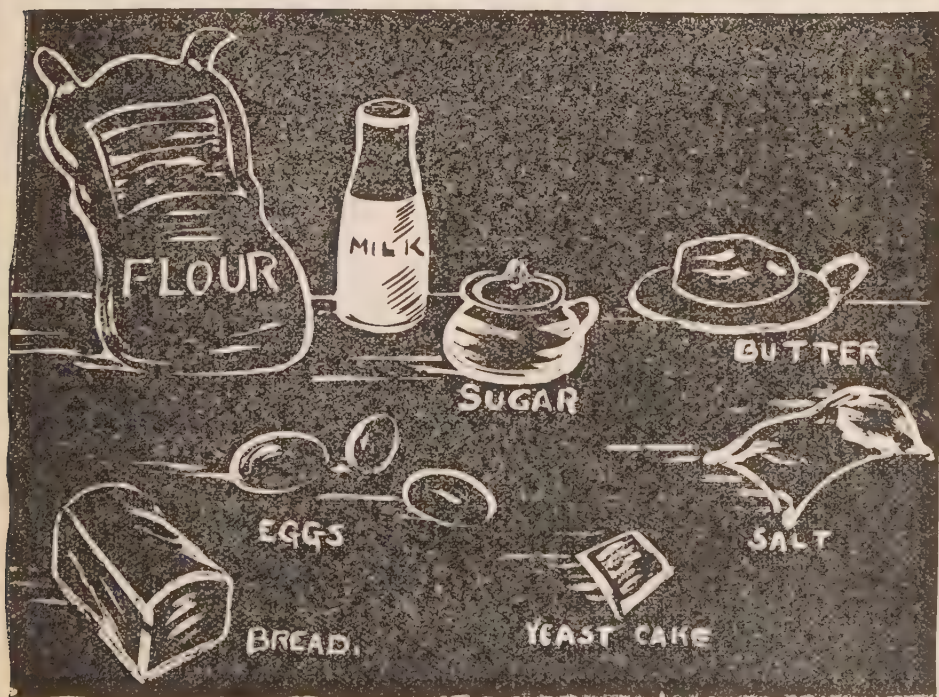
"Back of the loaf is the snowy flour;
And back of the flour is the mill;
And back of the mill is the grain, and the shower,
And the sun, and the Father's will."
(Quoted from M. D. Babcock).

Use blackboard drawings to illustrate these "steps back" of the loaf, or use pictures that will illustrate the grinding and milling of the grain into flour; the growing grain; the rainshowers and the sunrays.

And talk about some of the people "back of the loaf"—the farmer, the miller, the drayer, the grocer, the baker, and mother; yes, and father, too, for he must earn the money to buy the flour and the other things for food. Children should early come to feel how dependent folks are upon one another, and what a lot of work is involved to make possible the good things of life, and feel that they (the children themselves) must learn to help to make the good things of life for others, as they grow older and wiser and abler to help.

PRAYERTIME

Teach the first line of the second half of The Lord's Prayer: "Give us this day our daily bread." Then teach the "Blessing Before Meals." In teaching both of these



prayers, impress upon the children the beauty and privilege of asking God for daily bread and asking him to bless it. God, who careth for us, knows that we have need of it, and has provided for us in so many ways. But, like a Father, he wishes us to feel deeply and truly in our hearts that his goodness is "round about us, like the air, is with us always, everywhere!" And the child, who feels that, is a thankful child, a child who longs to go to the heavenly Father in prayer for food and in thanksgiving for it. Lead the children in prayer, thanking God for his bountiful care.

THE MEMORY WORK

How happy we are when we have been satisfied with the food that we have been hungry for. Father has earned the money to buy it; mother has prepared it for us; we have asked God to bless it. For it is *God* who has sent us our food—provided food for us "to the full." Let us repeat our lesson memory verse. Let us rise and sing our lesson song!!

THE LESSON STORY

We have talked so interestingly about bread, and the ways in which we get our

daily bread. We have repeated our lesson memory verse, in which we hear that he (God) sent them food to the full. And our lesson story tells us who they were, to whom God sent food to the full. I wonder who of you can tell us the lesson story? Would ——— like to try? Let the child, you call upon to begin the retelling of the story, tell the whole story or the first part of it, as you feel that he may be able. Then let other pupils continue. The children will probably question if "the leader of God's people, Moses" is the same Moses whom they met as a tiny baby in last Sunday's lesson. Some of them will know "for certain" that he is! Their mothers will have told them so, or perhaps you did as you prepared them for the lesson last Sunday.

HOMEWORK

Assign, after the usual preparation of it, next Sunday's lesson. Include also the learning of the next line of the Lord's Prayer: "And forgive us our debts, as we also have forgiven our debtors." And encourage the children to pray "The Blessing Before Meals." Perhaps they already do that in their homes? Daddy may pray God's blessing on the meal, or mother may? But do the children themselves do it?

Illustrative material: The lesson picture.

Pictures of little children and family groups at mealtime.

A stalk of wheat; a dish of flour; a loaf of bread.

Blackboard drawings, as suggested in the "lesson approach hints."

Hymns: The lesson group song.

How Strong and Sweet my Father's Care."

"Father, We Thank Thee." No. 13, Songs for Children.

SUGGESTIONS FOR BLACKBOARDS.

The mill may be drawn roughly in white chalk.

The stalk and leaves of the wheat may be white with touches of green. Use yellow chalk to give the wheat head color.

Use colored crayon to suggest the colors of the various items of supply that enter into the making of bread.

LESSON 7

Theme: GOD'S LOVING CARE

GOD GIVES US WATER

The Bible Text: Exodus 17:1-6.

The Topical Memory Verse: "He careth for you."

The Lesson Memory Verse: "He gave them drink abundantly as out of the depths."
Ps. 78:15.

The Extra Memory Work: The Lord's Prayer (Continued):

"And forgive us our debts, as we also have forgiven our debtors."

Blessing before Meals: "Dear heavenly Father, bless this food to our use and us to thy service, in the name of Jesus."

To the Teacher: Last Sunday's lesson was a "bread scene", growing quite naturally out of the previous lesson, the "home scene." In the life of the young child, home and bread are vital factors. The are uppermost in his needs and he talks about them readily. To-day's lesson is another familiar touchstone to the little child's experience by which we may draw his attention and wonder to the Creator and Provider of all. *Water*—that mysterious and, at the same time, so common substance that keeps all nature alive! That is so vital to us! Of which our bodies are so largely compounded! It is a delightful lesson subject! The lesson story is a vivid scene from the desert life of God's chosen people. It happened early in the history of the desert journey. It happened at Rephidim, and should not be confused with the later "water famine" scene at Kadesh, nearly forty years later, when Moses smote the rock, contrary to God's command to speak to it. At Rephidim Moses *rightly* smote the rock. Such was God's command to Moses, as Moses prayer for the grumbling people. A miracle! Yes, all nature is God's miracle to us! To teach us his power, his love, his care!

The Lesson Approach: Sing: "God Will Take Care of You." Then make a "snapshot" review of the "bread" lesson. Repeat the verse:

"Back of the loaf is the snowy flour;

And back of the flour is the mill;

And back of the mill is the grain, and the
shower,

And the sun, and the Father's will."

Pershaps some of the children in your class have seen a real mill, where grain is ground into flour? Others have seen pictures of one. Show a picture of a grist mill. The mill is usually located on the bank of a stream. Many times there is a water-fall at the mill. *Water* is a power. What is water? ? The children cannot answer that question scientifically, but they will delight in trying to describe it—how it looks, feels, tastes, sounds! Then recall the first Creation story, studied a few Sundays ago,—how God's Spirit brooded over the deep; how the waters came to be sea and clouds. Then talk about "ways" (phases) of water familiar to the children—the rain, the dew, the brooks, ponds, lakes, rivers, oceans, etc. Show pictures of these, as you talk about them. How do the children obtain their *drinking water*? City children get it by turning on a spigot. But there is much behind that "easily gotten" water that will make interesting discussion even to Primary boys and girls. Country children get their drinking water, usually, from springs and wells. Conclude the pre-lesson talk by discussing the familiar *uses* of water. Then

have the children march to the music of a piano selection that fairly sings with the magic language of rippling, flowing, surging waters.

THE LESSON STORY

We have talked about the many ways in which we have water within our reach, and its many delightful uses. How terrible would be the experience of thirst if *we could not get water!* I believe it would be easier to live a little without food than it would to live a short time without water! In the long ago time, when God's people were on that long journey through the desert, not only did their food give out, so that God had to give them a fresh supply, but it happened, too, that they could get no water. Why was it difficult for things to grow in the desert? Yes, because it seldom rained there. And that was also the reason why it was, many times, difficult to find water there to drink. The wells and spring would dry up. (Turn to the picture for the lesson story). Then wonder who can tell the story about the water in that picture!

THE MEMORY WORK

The lesson memory verse fits the story material beautifully. Last Sunday we said that God sent *food* to the *full*, to-day our memory verse said that he sent his people *drink abundantly* (which means in "good measure" or in big quantities)—*so abundantly* that it is as if it came out of a great

deep sea, for that is what the word "depths" means. Now let us repeat the verse together. Repeat it several times.

THE PRAYERTIME

For a minute or two speak with the children about prayer. Tell them that now that we have learned more than half of the Lord's Prayer we want to learn the rest of it in a few Sundays. To-day we are going to repeat the next verse of it. "And forgive us our debts, as we also have forgiven our debtors." This is one of the most beautiful verses in the whole prayer. We all know what the word "forgive" means. The word "debts" means "something we must pay." But there is something we never can pay for and that is our sins—the wrong we have done against God. But God will forgive our sins. "Our *debtors*" means other people who *owe* us something they cannot pay—they have done us a wrong. We must have the same kind of forgiving spirit as God. God forgives us, we forgive them.

HOMEWORK

After reading next Sunday's lesson story and explaining its new words to the children, assign it for study during the week, and the new memory verse as well. Ask the children to repeat the new verse of the Lord's Prayer every day and think about its meaning. Also ask them to remember about asking God to bless the food at each mealtime and to thank him for it after each meal.

Illustrative material: The picture on the lesson picture chart for Lessons 1, 2 and 3. The lesson picture for to-day's lesson.

Pictures of streams, lakes, oceans, water-falls, springs, etc.

Pictures of children drinking water.

A tumbler of water.

If feasible, teach the lesson in God's out-of-doors on the banks of a body of water, or near a spring.

Hymns: "God Will Take Care of You."

"The Father's Care", No. 11, Songs for Little People.

An offering song that also fits the lesson: "Give, Said the Little Stream", No. 78, Songs for Children.

LESSON 8

Theme: GOD'S LOVING CARE

GOD GIVES US LESSONS TO LEARN

The Bible Material: Deut. 6: 6-9, 20-25.

The Topical Memory Verse: "He careth for you."

The Lesson Memory Verse: "Teach me good judgment and knowledge; for I have believed thy commandments." Ps. 119:66.

Extra Memory Work: The Lord's Prayer (Continued):

"And bring us not into temptation, but deliver us from evil (or: from the evil one)."

To the Teacher: Knowledge is old. Information is abundant. *Wisdom* is ever new and rare! Knowledge should help us to wisdom. But, many times, sadly enough, we permit it to hinder us from wisdom. Much depends upon the *way* we come by knowledge and of *what*. Adam and Eve came by knowledge of good and evil through willful disobedience of God's command. And it brought them wisdom, but a wisdom born of sorrow and suffering. In our days there is a multitudinous supply of knowledge. Schools are legion. But wisdom is rare in national, community, and home life. And wisdom seems almost entirely lacking in the international dealings of sovereigns and diplomats! *Why?* Mayhap because Christians have been neglectful of the fundamental need of Christian education? *God's language* has been too often left out of the curricula. The schools of our land teach many languages: botany, the language of the flowers; geology, the language of the rocks; physics and chemistry, the language of matter; mathematics, the language of the stars; music, the language of the wind and sea and all the rhythmical elements of the universe; art, the language of color and light and beauty; all these are beautiful and necessary to knowledge and wisdom. But the basic language of the *Source of all wisdom* is the *Lex scripta* of God, himself,—this absolutely necessary to human happiness. You, dear teacher, have before you a class of fresh souls, with clean slates and wide-open senses. Teach them God's Law. Teach them God's Love!

The Lesson Approach: School, that new and glowing experience in the Primary child's life, is rife with interests. Sunday school is also, though more familiar perhaps, a happy source of contact for to-day's pre-lesson talk. Let the children talk about their own ideas of school life—what they like and dislike about it. Close the conversational period with prayer, asking God's blessing upon your little pupils' minds and hearts, that these may be receptive of the lessons taught them both in Sunday school and Every-Day school, that the children may *grow* in judgment and knowledge, obeying God's commandments of righteousness and justice and love.

THE MEMORY WORK

The lesson memory verse is a prayer. It is more difficult to memorize than last Sunday's verse. "Teach me good judgment" means: "Make me able to tell the difference between good and bad, right and wrong." "Knowledge" means the things we need to know in order to become wise. "Thy commandments" mean: God's Word — God's teachings in his book, the Bible. After teaching the memory verse, pray it. Call it the children's "School Prayer." Then teach the new verse of The Lord's Prayer, explaining the meaning of "temptation" and "the evil one." Temptations and the evil one are very real to the little child, and the child must early learn to "flee" from them and to combat them.

THE LESSON STORY

Apperceptively lead to the lesson story's retelling by the children. Briefly tell them of the "evolution" of the school. In the long ago time the children were usually taught *all* their lessons in their homes. We are still being taught *many* of our lessons at home. Indeed, our most needful lessons are taught us by mother and daddy. Now tell me about the long ago time boys and girls among God's people, who went to school right in their own homes.

HOMEWORK

Assign the new story for reading at home, after you have read it to the children, pro-

nouncing every word particularly distinctly. There may be good reasons for asking a child to memorize the description of the Hebrew Tabernacle, but, personally, the writer would not like to require it of the Primary child. We want to use the story of the tabernacle as an *analogy*. Assign the studying of the memory verse. Ask the children to pray the Lord's Prayer every day, always thinking about the meaning of every verse, as they say it to God. Ask the children to think, during the week, about the church in which they worship—how it looks outside and inside and what a church service is like, for next Sunday you may like to ask them to tell all about their church.

Illustrative material: The lesson story picture.
Pictures of school houses and school rooms and of classes in session.
Pictures of Sunday school classes.
Pictures of mothers reading to their little ones.
Pictures of children reading for themselves.
A copy of the Bible should be in conspicuous view of the class and
and handled during the pre-lesson talk or the story-telling period.
Pictures of children going to school.

Hymns: "God Will Take Care of You."
"Saviour, Teach Me Day by Day", No. 79, Songs for Children.
A closing song: "Lesson Over", No. 125, Songs for Children.
"Father, We Thank Thee", No. 13, Songs for Children.

LESSON 9

Theme: GOD'S LOVING CARE

GOD GIVES US A HOUSE OF WORSHIP

The Bible Material: Exodus 40.

The Topical Memory Verse: "He careth for you."

The Lesson Memory Verse: "We have thought on thy loving kindness, O God, in the midst of thy temple." Ps. 48:9.

The Extra Memory Work: The Lord's Prayer (Continued):

"For thine is the kingdom, and the power, and the glory for ever. Amen."

To the Teacher: Read Exodus 35th to 40th chapters inclusive. The tabernacle, built in the desert by Moses and his people according to the plan revealed to Moses by God, was in reality one of the great object lessons that God gave his people. God had given his people other object lessons, showing unto them his power, his love, his providence. The great object lesson of Sinai showed them his holiness. Now they were ready to learn that *he, their God*, also wished to *dwell among them*. The heathens made images of their gods, as they conceived of them, in order to bring them into their midst to worship them. But who could image *Jehovah? God was the Great Spirit!* In the majesty and holiness of his Spirit he dwelt among his people, unseen to their physical eyes, but felt of their spirits. And so the idea of erecting a tent in their midst, in which God might especially dwell, was a beautiful tribute to him. There they could come to concentrate their thoughts about him, to commune with him, consult him, confess to him, as they could to an earthly patriarch and friend. And yet, though God's tent was to resemble the abode of man, and stand comradely in their midst, it was to be *holy*—a place to be approached with reverent hearts, clean bodies, and contrite spirits. No heathen concept of God must be theirs who knew him as a Spirit. There must be no graven image. But there must be an atmosphere that commanded holiness. And there was a divine, supernatural glow, or light, hovering over the Mercy Seat between the wings of the cherubim—

symbols of the grace of God. That was "Gods way of teaching a primitive people how to worship him. Later in history, God presented the world with another way. Read St. John 1: 14. God came into the midst of humanity as one of us in Jesus Christ.

The tabernacle was not the first place of worship that the Israelites had. Exodus 33: 7 tells of a meeting tent. The Septuagint translators tell us it was Moses' own tent. But the tabernacle, as it appears in Exodus 40th chapter, beautiful and complete as God's distinctive House of Worship, was their first real temple.

The Lesson Approach: Let the children talk about some of the things the various servants in God's house have to do, such as the minister, choir leader, the members of the choir, the Sunday school teacher, janitor, ushers, etc. They will enjoy this and it will give them a sense of the dignity and joy of active work in keeping God's house a place of holiness and happiness.

Now, children, if these servants of God have a great joy in caring for his house and in making it a happy place in which to worship him, do you think that little children can have a part in the service, too? Yes, they can.

Every time we come to God's house we come to the *special dwelling place of God on earth*. When we go to the homes of our friends or our aunts and uncles, we are especially careful to behave nicely, are we not? We are polite and we are careful about the furniture and the carpets, are we

not? When we come to God's house, where we feel at home as God's friends and God's children, don't you think we should be polite and behave well? Sometimes—no, not very often, I am glad to say,—I have seen boys and girls who forget to be polite God's house. They whisper and giggle when God's servant, the pastor, is speaking, or they scribble in the hymnbook or they run and rush up the aisles,, as if they didn't care if they mused up the carpet or made ugly marks in the floor. But, I feel sure, that no little boy or girl in this class would ever do such things. We love God and want his house to be a place of holiness and happiness.

THE LESSON STORY

Children, we have talked about our church—our gathering place to worship God. Our lesson story to-day tells about the first temple, or house of worship, that God's people had. God gave it to them, and they built it unto him in the desert. God told Moses *how* it should be built, and Moses and the people built that way. Having made these, or similar, remarks as an introduction to the lesson story, tell the children about the tabernacle. Use pictures of interior as well as exterior of the tabernacle. If you have a sand table equipment, permitting the "building" of a tabernacle as you tell the

story, use this means of visualizing it. Talk about the simple and beautiful symbols of worship with which the tabernacle was furnished and their uses in the service. Tell the children that the tabernacle and all its furnishings were made with materials that the people contributed, and by the labor of their hands.

THE PRAYERTIME

God's House is essentially a place of prayer and thanksgiving. It is the place in which we feel distinctly that God's is the kingdom, and the power, and the glory for ever. It is the place where we especially gather to think on God's loving kindness. Let us repeat the lesson memory verse in union. Let us pray the Lord's Prayer through! And, still bowing our heads and keeping eyes closed, let us softly sing: "God Will Take Care of You."

HOMEWORK

Prepare the children for the home study of next Sunday's lesson. Coming after a well taught lesson on God's House on earth, God's Home in heaven, prepared for his children unto eternity, will have no end of fascination for the little child. Ask the children to talk with mother about God's House, and to indulge her help in learning next Sunday's lesson about the Heavenly Home.

Illustrative material: The lesson story picture.

Pictures of the interior of the tabernacle and details of its equipment.

Pictures of modern church buildings, exterior and interior.

If feasible, gather in the main auditorium, of your own church and observe the arrangement and equipment of the furnishings for worship. Be present at the Sunday morning worship service in church, as a class, if possible, either before or after the teaching of this lesson.

Hymns: "O Worship the Lord in the Beauty of Holiness", No. 134, Songs for Children.

"I was glad when they said unto me: Let us go into the house of the Lord", No. 141, Songs for Children.

The Doxology.

LESSON 10

Theme: GOD'S LOVING CARE

GOD GIVES US A HEAVENLY HOME

The Bible Material: Rev. 21: 10—22: 5.

The Topical Memory Verse: "He careth for you."

The Lesson Memory Verse: "Blessed are the pure in heart for they shall see God."
Matt. 5: 8.

The Xtra Memory Work: "The Lord's Prayer" (Complete).

To the Teacher: So fundamental to the God-image in us are the ideas of *home* and parents, that no matter how far astray from the *noble* nature man may wander, there comes a time when his soul reverts homeward—"going home" in spirit. The thief, dying on the cross, expressed that longing to Jesus, and was assured of paradise! When we think and speak of these deep, mysterious urgings of our nature—these things eternal and unseen—we have power to do so in ideas and language which we borrow from things temporal and visible. *Home* must be *housed* for us. It must be *beautifully* housed amid surroundings that delight and satisfy, that bring us joy and peace and contentment and plenty. The *eternal home* must be like the best of earthly homes and *much more*. It must be the abode of perfect harmony and perfect love. And earth does not contain these! Earth gives at best but a shadow of them! *Heaven is our home!* God descended to earth to show us the way to that home. But to realize it in its fulness, to fulfil our fondest anticipations of it, we must *ascend* unto him! However we interpret John's vision on Patmos—whether literally or allegorically—we know that our heavenly Father, and Jesus Christ, his Son, our Brother, have prepared a place for us where our fondest hopes of a *perfect home* shall at some time be *realized*. No more delightful lesson have we to present to little children, and yet no lesson more difficult to teach, than to-day's—about the heavenly home. For no lesson is more easily marred in beauty by a crude touch of unholy imagination than this. The glory of the heavenly home is such that "human eye hath not seen nor ear heard, nor hath it

entered into man's heart to conceive!" Let us pray that the Holy Spirit will especially help us to teach it, and that the lesson will penetrate deeply into the child heart, making the description of the heavenly home iridescent with the light of the *pure in heart*. For only the pure in heart may inherit *that home* and see God!

The Lesson Approach: Review all the lessons on God's Loving Care, leading the children's thoughts deftly through them all, from the *earthly* home which they know and love so well, and in which the good things of life are provided them; its relation to their growth in knowledge and wisdom; its hand-in-hand association with their church-home; to the final and perfect gift of the heavenly home which *God* has in store for *his children* in the hereafter.

THE LESSON STORY

Let the lesson approach merge right into the retelling by the children of the lesson story. Let this retelling of the story be as informal as possible, rather conversational, but be careful to have all the descriptive detail recalled. Try to help the children *see* what they *tell* about—the great white tower and wall, like jasper, the sparkling jewels in the wall foundations, the massive pearl gates, the angels on guard, the street of pure gold, the light more bright than sunlight, *no night* (how wonderful this thought is for little children!), the crystal clear river, the fruit trees that bear fruit each month of the year, and then—most wonderful of all—no sick and maimed people, no

weeping folks, no funerals, no graves! And the immaculate cleanliness and beauty! Who can truly picture the inhabitants themselves—their radiance and beauty, their gladness and peace? We know no language that can do it justice. But we feel in our hearts that where God rules it could not be otherwise! When the climax of the story is reached, the children's wonder should be apparent in their faces. Ask the children *who* shall inherit—be given—this heavenly home. Our lesson memory verse answers the question. And can any little boy or girl explain the meaning of a "pure heart"? Let the children tell their thoughts about it. Then sing for them the first and last stanzas of Bernard of Cluny's immortal hymn: "Jerusalem the Golden", changing the text slightly from the original:

"Jerusalem the golden, with untold beauties blest,

Within thy walls of jasper, there is no heart oppressed,

We know not, O we know not, what joys await us there,
But God's Word tells of glory, and bliss beyond compare!

"O sweet and blessed city, the home of God's elect!

O sweet and blessed homeland, that all pure hearts expect!

Jesus, in mercy bring us to that dear home of rest,

In that last great home-coming of all thy people blest!"

HOMEWORK

Prepare the children for the home study of next Sunday's lesson under the *new* topic: "God's Helpers." Encourage the children to tell mother the "echoes" of to-day's lesson about the heavenly home.

Illustrative Material: This lesson in truest measure *cannot* be illustrated. Beautiful as the lesson picture is, the artist has attempted something that is beyond human genius. With all respect for the masters who have attempted to portray heaven and hades on canvas, no picture can truly be illuminative of either. Let each child picture the heavenly home in its own imagination.

Hymns: "God Will Take Care of You."

"Jerusalem the Golden", No. 301, Hymnal for American Youth.

"Thy Kingdom Come", No. 4, Songs for Little People.

A Missionary Song: "Children O'er the Seas", No. 38, Songs for Children.

HOW LITTLE RICE-BOWL AND LITTLE ALMOND-EYES FOUND OUT THAT THE HEAVENLY FATHER CARED FOR THEM

(A Missionary Story for the "God's Loving Care" Lessons).

Rice-bowl and Almond-eyes lived on a house-boat that lay on the great Yellow River. The great Yellow River is a very muddy stream that winds its way thru part of the big land of China, far on the other side of the world.

Perhaps, you wonder how it happened that two little boys like Rice-bowl and Almond-eyes lived in such a queer home, and what kind of house could it be? Just as its name tells—it was a house on a boat. In the

land of China there are so many people that there is not room in some places for all the people to live in houses on the land. Some of the people live all their lives on houses that float on the rivers. But that was not the only reason that Rice-Bowl and Almond-eyes lived in their rickety house-on-a-boat.

It happened that their father was an overseer of mmen who carried burdens on their backs from the big ships that lay at anchor in the diver near the shore, and carried other

burdens from the shore to the ships. And Rice-bowl's and Almond-eye's father liked to live close to those ships.

In most of the house-boats in China all the aunts and uncles and cousins and grandmothers and grandfathers and the mother and father and children of a family live together if they can. But on the house-boat where Rice-bowl and Almond-eyes lived, the family was very small.

Sometimes Rice-bowl and Almond-eyes thought it was lots of fun to live in a house-boat, for they could sit on the edge of it and throw their fish-lines into the river, and it was no end of a good time to catch tadpoles and minnows and other small fish that dared to come to the top of the muddy stream. But other times they did not like to live there. There wasn't much room to play, and other little boys never came to play with them. Their grandmother, who cared for them, for their mother was dead, was old and tired and could not see very well. And many times she was impatient and harsh toward the little boys. Rice-bowl and Almonds-eyes did not love her very much, but they were always respectful to her. In China everybody is respectful and good to old folks, and all the little children are very polite to their elders. Nobody hears a little Chinese boy talk back to his mother or his grandmother!

"If we could only go to school", Almond-eyes, who was the younger, sometimes whispered to his brother Rice-bowl, "And learn to read and write! How fine that would be!"

But there were no schools for poor little river boys anywhere near where Rice-bowl and Almond-eyes lived. Indeed, the little fellows never would have known that there were such places as schools, had it not been for their uncle, who sometimes came from the big city to pay his respect to their grandmother. He knew *many* things. He told wonderful stories about boys who went to the mission school in Tsinan. O, how Rice-bowl and Almond-eyes looked forward to their uncle's visits! But when he had gone, the grandmother would always worry and sigh. She would say that the great monster-god, who died after he made heaven and earth with hammer and chisel, and whose giant head was now the mountains, and whose breath was the wind and the storm, and whose voice was the thunder, and who had touched insects and made them into men, would surely send evil upon her and all her household because her son, their uncle, had given up the religion of his ancestors and become a Christian.

One day, when there had been mighty rains and the great Yellow River had swelled and overflowed its banks for many miles and many people had been made homeless and hungry, the grandmother said to little Rice-bowl and Almond-eyes that the day of doom had come. All the evil spirits were loose, she said. The river-god was very angry and she was afraid to live any longer. She went to the edge of the boat and disappeared. Rice-bowl and Almond-eyes never saw her again, tho they called and called to the river-god to give her back to them. For many days they lived all alone. And there was very little food in the house for them to eat. The river washed against their house with angry sweeps. It was wet and cold and muddy and bleak everywhere. They prayed to the god of the kitchen for food, and to the dragon-god, that swallows the sun every day, for sunshine, for they believed that everything that happened in this world had a special god, who would send it or let it happen if he pleased to do so. But the rice and dried cabbage and pork fat in the food larder grew less and less. And it seemed as if the sun had decided never to shine again, no matter how much they prayed.

Then one morning, when the storm had gone away, and the river-god allowed the boats to move about again on the river as they used to do, Rice-bowl's and Almond-eyes' father came home. Not long afterwards their uncle came from the city. And this time, when he went back to the city again, he took little Almond-eyes and Rice-bowl with him.

I do not know whether or not Almond-eyes told their uncle how they many times had been wishing to go to school, but the very next day he took Almond-eyes and Rice-bowl to the mission school in Tsinan. At first Rice-bowl and Almond-eyes were very timid. They were afraid of the kind missionary teacher, for her skin was so white and her eyes so blue, and she appeared so different from their grandmother and from the women they had been accustomed to see on the boats in the river.

But, by and by, they grew to love her. And they grew to love the little white boys and girls across the sea on the other side of the world, who had sent her to China. And when she told them about *God*, the *true God*, who made heaven and earth and everything and everybody, and who never dies but lives forever to care for all his children, whom he has made in his own likeness, they

just believed every word of it! They felt in their hearts that it must have been *he*, the true God, who brought them to the mission school instead of letting them die of hunger and cold that time when they were left all alone on the house-boat in the river.

"There are no dragon-gods that eat up the sun!" said little Almond-eyes as he snuggled close to his brother in bed one night.

"No, but there is a really true God", said little Rice-bowl, "And he gives us this mission school home to live in and rice to eat and lessons to learn. And when we get old like grandmother and want to die, we won't have to jump in the river. He will give us a beautiful home in heaven."

"Do the little white boys and girls know that?" asked Almond-eyes.

"Of course they do!" said his brother.

LESSON 11

Theme: GOD'S HELPERS

GOD'S HELPER ELIJAH IN A TIME OF DROUGHT

The Bible Material: 1 Kings 17: 1-16.

The Topical Memory Verse: "Serve him with a perfect heart and with a willing mind."
1 Chron. 28: 9.

The Lesson Memory Work: "I am thy servant; give me understanding." Ps. 119: 125.

The Extra Memory Work: "The Lord's Prayer", and the lesson group song: "Little Feet, Be Careful."

To the Teacher: Elijah, one of the greatest of the Old Testament prophets, was a unique character, of whom the Bible tells us little as to ancestry and training—merely hinting at them, but of whose life as a prophet of Jehovah it gives us such a vivid account in action. Elijah came from the wild mountain country of Gilead. And his training was that of the rugged mountaineer. How he came to be called of Jehovah for the "ministry", we do not know. Suddenly, like a bolt from a clear sky, he appeared upon the historical arena of the early years of the Northern Kingdom, in the days of power of the wicked Ahab and the cruelty of the still more wicked Jezebel. He came at a time when his people faced a great apostasy from the faith of their fathers. Rugged and unschooled in finesse, he came to the "socially polished" city of Samaria to fight for his God and for righteousness! He knew that his life was in jeopardy! The wicked queen Jezebel's prophet-hunters were on his trail! He was alone and apparently friendless! No hospitable door was open to him. Yet, boldly he startled the king in the midst of his court with: "Elijah the Tishbite saith unto Ahab, As the Lord God of Israel liveth before whom I stand there shall be no dew nor rain these years but according to my word!" Just as boldly he disappeared again from Ahab's court, leaving behind him an awe that we westerners hardly can realize. For to stop dew and rain from falling in a hot Eastern summer—in a country where rain was not plentiful at any time—meant rapid onset of famine and misery. Anger registered its "nth" degree at Ahab's court! Jezebel was furious! Every

part of the country was ordered searched for Elijah. Each town and village had to declare with solemn oath whether they knew of his whereabouts. If they could only find him, they would force him to recall that threat! How could he have dared to make such? They failed to recognize that he had been sent by God. Read James 7: 17! Deut. 11: 16, 17.

The widow of Zarephath had a peculiar place in God's plan, too. In the New Testament times, our Lord makes reference to her as he speaks to the Galileans about grasping their opportunity for joy and salvation through the Greatest of the Prophets. Read Luke 4: 24-26! The widow of Zarephath has gone down in history "nameless" but "honored", a helper of Jehovah! Little did the pursuing Israelites, searching for the prophet Elijah, think that he had fled to the wicked Jezebel's own country: Sidon! But there had he gone, and coming to the little village of Zarephath, quite close to Jezebel's childhood home, he found sustenance in the midst of the direst need! Hospitality is always like the proverbial "casting of the bread upon the water", for it "comes back!" It did to the widow of Zarephath! Read 1 Kings 16th and 17th chapters through. There is a tradition—I believe it was written down by St. Jerome,—that purports the widow of Zarephath's son, whom Elijah raised from the dead, to have later become a disciple of Elijah, and to have followed him about in his ministry as a servant. Perhaps it was he, then, who watched for the cloud in the heavens, while Elijah (in next Sunday's lesson) prays on the mountain! A tradition also tells that this same lad, after learning

the love of the true God, and the missionary zeal of Elijah, became the famous prophet Jonah.

The Lesson Approach: Make a short review of the past groups of lessons to refresh the memory concerning God's "wonder-working" and God's care. How God *works*! How God *cares*! But he needs *helpers*! That may sound strange! But, when we think of the many different ways in which God provides for us, we come to know how many helpers he really has! There are mother and father in our homes. There are the people everywhere who must work to help us get food and drink and clothes and shelter and schools and churches. There are our teachers and ministers. Can little children be helpers, too? How can *you* help God with his work? Let the children talk this through in their own way.

PRAYERTIME AND MEMORY WORK

God's helpers must learn how to help him! They must learn from him! One way to learn how to become God's helpers is by prayer. Another way is by reading and studying God's Word! Let us begin to learn how to be God's helpers by *asking him to help us*! Lead the children's thoughts in a short appeal to God for his guidance and help to make them true workers for him. Close the prayertime with the repetition of The Lord's Prayer. Then teach the memory verse for the topic, explaining how necessary it is to have a perfect heart (a

heart filled with longing to be good and pure and true in God's sight), and a willing mind (a mind that not only knows how to do things for God, but also makes the mind's owner want to do them!) The lesson memory verse is a prayer! Teach it, and ask the children to pray it every day as they talk with God. Teach also the melody of the new group song; "Little Feet, Be Careful." If time permits teach the words of the first verse.

THE LESSON STORY

Tell the children by way of introduction to their telling of the lesson story, that the prophet Elijah was one of God's special helpers in the long ago, a helper upon whom God always could rely. Then let the children tell the lesson story, paragraph by paragraph, giving as many of your group as possible a chance to help build the story!

HOMEWORK

Assign for home study next Sunday's lesson. Encourage the children to concrete effort of helping God by helping others—doing some definite things that little children can do during the week-days. Let the children suggest them. Then in the closing prayer ask God to help them remember these things that they wish to do to help him. Suggest, too, that the children bring "helper pictures", which they may be able to get from discarded magazines and newspapers, to class next Sunday for the picture-work.

Illustrative Material: This lesson admits of a variety of illustration. Pictures that depict "helpers" are numerous. Collect them from magazines and prints—preferably pictures that show children helping mother and father and teacher, other grown-ups, and other children. Let the children help you arrange a "gallery" of such pictures, by mounting them on bristle board and arranging them about the classroom where they may remain for the rest of the "helper" lessons. Scrap books made by the children of "helper" pictures are also interesting and subtle "teachers". These books can later be given away to other children in hospitals, homes, or sent to some missionary in the foreign field. The lesson picture in the Story Book and on the Picture Roll is beautiful and should be in view during the telling of the lesson story.

Hymns: "Little Feet, Be Careful."

"If We Try", No. 19, Songs for Children.

"God, Make My Life a Little Light", No. 31, Songs for Little People.

"The Children's Service", No. 32, Songs for Little People.

LESSON 12

Theme: GOD'S HELPERS

GOD'S HELPER ELIJAH PRAYS DOWN FIRE AND RAIN FROM HEAVEN

The Bible Text: 1 Kings 18: 21-45.

The Topical Memory Verse: "Serve him with a perfect heart and with a willing mind."

The Lesson Memory Verse: "If Jehovah be God, follow him." 1 Kings 18:21.

Extra Memory Work: "The Lord's Prayer", and the lesson group song: "Little Feet, Be Careful."

To the Teacher: In order to refresh the mind on things historical, a note or two on king Ahab, queen Jezebel, and the idol worship that prevailed in the Northern Kingdom during their reign, may be of interest, although not any of these facts can wisely be woven into the actual lesson material you will present to your class. After the death of Jeroboam, there were some unimportant kings in Israel, wicked every one of them, ending with the murder of the drunken king Elah by Zimri, an army captain. This led to an uprising which ushered in a new line of kings—the house of Omri. Read 1 Kings 16:25—28. When king Omri died he left a prosperous kingdom to his son, Ahab. Ahab was clever and ambitious politically and commercially. History tells of the cities he built, the ivory palace he lived in, and of his skill in warfare. Since Solomon's time there had been considerable trading with other nations by the Hebrews, and Ahab was not slow to try to revive much of it. To further his ambitions internationally he married Jezebel, or Isabel, daughter of the usurper of the throne of Tyre and Sidon, Ethbaal, a lord of Phoenicia. Ethbaal was not only a king, but also the high priest of Ashtoreth, the filthy goddess of the Sidonians. Jezebel was as designing and unscrupulous as her father and a most devout worshipper of the gods of Phoenicia: Baal, the god of Power, and Ashtoreth, the goddess of Lust, whose worship was carried on with such vile ceremonies that they are unmentionable. We may well imagine what Jezebel's determined introduction of Baal and Ashtoreth worship into Is-

rael must have meant! It was a thousand times worse than Jeroboam's golden calf-worship. A stately temple was erected in Samaria to the honor and for the worship of Baal. Gradually all the "higher" classes of Israel were drawn into this worship, for the fashion of it was set by a queen! Human nature was no different in those days from what it is to-day! By and by the whole nation followed the fashion! Ahab, perhaps more weak than wicked, soon became an apostate from God and joined not only in the worship of the horrible Sidonian gods, but also assisted Jezebel in her campaign to force the fashion by persecuting those who would remain true to the God of Israel. The prophets of the true God were hunted, and many of them slain. Many of them fled from the country. One devout man, an officer of the court, named Obadiah, who remained faithful to God, managed to hide a hundred of Jehovah's prophets in a cave, fifty at a time, for awhile. But for years the persecution went on, until all the prophets of the true God had apparently fled from Israel. Then, in the face of this cruel persecution and the terrible religious condition of his people, Elijah suddenly appeared before Ahab and Jezebel, and pronounced the judgment of Jehovah upon them. Elijah's contentions with them are "high adventure", to say the least! His triumph for the Lord's side on Mount Carmel is a marvelous event in history. Elijah's strivings for the reclamation of his people did not end with it, however. Give yourself the treat of reading the rest of Elijah's story in 1 Kings 18th and 19th chapters, 21 chapters. The "ups and

downs" in Elijah's life are so humanly appealing to all who would be God's helpers amid adverse conditions.

The Lesson Approach: Review rapidly last Sunday's lesson. Talk with the children about "difficulties" that crop up sometimes when we try to be helpful to others. Even little children sometimes meet difficulties—misunderstandings—when they attempt to be helpful. Grown-ups are so skeptical, many times, of what children can do to help in the home, in school, in church, that they give them little opportunity to work! Tell the children, that for some time it seemed as if God's helper Elijah would not be able to help his people very much. For their wicked king and queen kept hunting for him to kill him. They made his people totally forget the true God and worship ugly idols. But God was on Elijah's side. God knew how anxious Elijah was for a chance to prove to his people that God still loved them and longed to have them come back to worship him. So, after the passing of three years and six months, during which no rain had fallen in the land, God told Elijah to go back to his people and give them a message from him. I am sure you have learned, during the past week, what that message was, and how God helped Elijah and Elijah helped God to make his people see how wrong they had been to worship idols.

THE LESSON STORY

Have the children retell the lesson story incident by incident, as they have learned it from their Story Book. The story is intensely *dramatic*. Lead the retelling of it

Illustrative Material: Let the lesson story picture assist the retelling of the story itself. The children may wish to know what happened to the prophets of Baal. Simply say that they were slain. Do *not* show any pictures of the Mount Carmel drama that depict the slaughter of the Baal prophets. This gruesome detail is not necessary to the lesson the story teaches, and little children are super-sensitive to gruesome happenings. A picture of the rain cloud—"like a man's hand"—on the horizon, in answer to Elijah's prayer on the mountain top, would be interesting. Out of the dim past your editor recalls having seen such a picture in a Bible Story Book. Perhaps you have access to such a "relic"!

Suggested Hymns: The lesson group song: "Little Feet, Be Careful." "Morning Praise", No. 5, Songs for Little People. "Down the Rain Comes", No. 91, Songs for Little People.

so that the children will feel the thrill of each "act" in it!

THE PRAYERTIME

Talk briefly with the children about the prayer lesson in to-day's lesson story, and help them see in it the tenacious faith of God's helper Elijah. Elijah helped his people by praying—calling to God. God helped them by answering Elijah's prayers. Then pray for God's help in "casting down" some of the idols that little children sometimes build for themselves out of selfishness, disobedience, pride, untruthfulness. And "pray down" into the child hearts God's Holy Spirit to bless them with love and a burning desire to obey and serve God, who loves and cares for children. Follow your spontaneous plea to God with "The Lord's Prayer", in which the children join you.

THE MEMORY VERSE

Call for repetition in unison of the topical memory verse. Then teach the lesson memory verse—that beautiful advice that Elijah gave his people: "If Jehovah (meaning the *true* God and the *only* God—which is the better way of explaining the word Jehovah to small children) be God, follow him!" Give each child an opportunity to recite the verse.

HOMEWORK

Read next Sunday's story and memory verse to the children, assigning it for home study. Assign also the second verse of the song: "I told my ears to listen." Encourage the children to "Build their altar to God" every day—morning and evening prayer, asking God's help to be helpful.

LESSON 13

Theme: GOD'S HELPERS

GOD'S HELPER ELISHA AIDS THE POOR

The Bible Text: 2 Kings 4: 1-17.

The Topical Memory Verse: "Serve him a perfect heart, and with a willing mind."

The Lesson Memory Verse: "He will have pity on the poor and needy." Ps. 72:13.

To the Teacher: When Elijah's time of service for his Lord was nearing its earthly close, his "parish" was not in danger of being without a "minister" for a time, nor plunged into the troublesome muddle of having to "choose" one. Indeed, Elijah's people were probably not very anxious about being supplied with prophets! Yet was Jehovah mindful of their great need of spiritual advisers and social mentors! So at Horeb he commanded the moping and despondent Elijah hiding in the wilderness, who had wished to die under the juniper tree, that he should get himself up and on the road to anoint two kings and a prophet! The weak and wicked Ahab's reign was approaching its tragic end. And God showed Elijah that there were seven thousand faithful souls in Israel who had not bowed down to Baal. Elijah left his camping place in the wilderness, but for a time he was lost to view. Then came the news to him of Ahab's treacherous stealing of Naboth's vineyard, and he hastened to Ahab to bring Jehovah's message of doom.

Ahab was killed in battle against the Syrians. Years afterwards his wicked queen, Jezebel, was thrust to her death from her palace window.

Elisha, the prophet, anointed by Elijah at God's command, and destined to become Elijah's successor, was a native of Abel-Meholah, south of Bethsham, near the Jordan. He was a farmer, and Elijah found him plowing his field, when he came to anoint him for the ministry. Read 1 Kings 19: 19-21. Elisha, undoubtedly, became a member of the "school of the prophets" at Bethel, and we may be sure he was one of Elijah's most earnest and devoted disciples. That memorial last day of Elijah's on earth bears witness to Elisha's devotion to him. Elijah, realizing that his ministry was over and longing for his translation into the realms of glory, pleaded with Elisha to remain at Bethel as he went farther, on to Jericho, on

to the Jordan. But Elisha said: "Nay, as the Lord liveth, I will not leave thee!" And at each stopping place he lent a deaf ear to Elijah's plea to be alone. Then suddenly Elisha could go no farther with his master! In a mighty wonder of storm and whirlwind, God took Elijah to heaven, and Elisha remained on earth to face the drab realities of work and disappointment.

Elisha's nature was gentler than Elijah's. His life was destined to be quieter. The kings were more respectful and friendly to him. Jehu, whom God had told Elijah to anoint king for Israel, was a good king. He ruled about twenty-eight years, and tried hard to put a stop to all Baal worship in the Northern Kingdom. Elisha was the kindly friend to his people. There are many stories of the beneficial little kindnesses that he performed. Yet, we must not think that he was compromising about righteousness! We know, if we study his story in our Bibles, that he was fearless and firm when it was necessary. And like all the prophets of Israel and Judah, he was a particular friend of the poor and oppressed.

The Lesson Approach: If the "helper pictures" you have collected and placed around your Sunday school room, do not include pictures of ministrations of the poor, add such to-day. Pictures of little children carrying food and cheer to other children who are in need; pictures that show ministration to the needy both in the homeland and in other lands;—all such pictures are very helpful to "bring home" the message of to-day's lesson. Then talk about helping those who are in need. Mother and daddy are pleased to have us help them in our homes—help them by being what we ought to be—good and obedient—, and help them by doing the things they ask of us and that we can do to help make our homelife happy. But we have a "helpfulness" duty that extends to others outside of our homes,

yes even outside of our circle of friends in school, and Sunday school, and playfield, and our neighbors' houses. Talk with the children about the poor, those who lack food and clothes and proper shelter. Explain to them, that while some folks may have brought poverty upon themselves, there are many, many who have not. Other folks have been greedy and unkind and heartless in their dealings with their fellowmen. Little children are most times the sufferers because of this greed, this heartlessness. Talk this topic through with the children as simply and sympathetically as you can, or tell them a concrete story of the struggles of some poor family, or some needy boy or girl, the victim of society's un-Godlike dealings.

Close with a short prayer: "Dear Father in heaven, to whom we may come and ask for daily bread and all the things we have need of, help us to feel as we should the wrong of a world in need. Help us to grow up hating the wrongs that make people go hungry and naked and unsheltered and unhappy. Let us grow up hating war, and greed, and strong drink, and every selfish thing that can rob little boys and girls, and grown men and women of the things that are needful to health and joy. Help us to share our good things with those who lack. Help us even to sacrifice, to give up or go without things, because we wish to help and to give to those who have nothing. For 'Thine is the earth and the fulness thereof', and 'Thou carest for us!' May we help thee with perfect hearts and willing minds to care for others. We ask it in Jesus' name, who taught us to pray: 'Our Father, who art in heaven, etc.'"

THE LESSON STORY

God took the prophet Elijah home to heaven, after he had had a life of faithful service on earth. But God did not leave his people, in that long ago, without a prophet and helper, someone to tell them the right and help them do the right. So he let the prophet Elisha take up Elijah's work after him. To-day you are going to tell me the

story about Elisha helping the poor. It is such a beautiful story that I feel sure every one of you will want to tell it! Then let the children re-tell the lesson story.

THE MEMORY VERSE

"He will have pity on the poor and needy." The man who wrote that verse was thinking of a righteous king who would help the poor and bring them what they needed and set the wrong things of the world right. God's helpers are like the righteous king. Elisha pitied the poor and needy. Jesus, the only wholly righteous one, did. Let us, too, pity the poor and help them. Let each child repeat the verse.

THE PRAYERTIME

Would any little boy or girl right now want to talk to God out loud, while the rest of us talk with him in our hearts? Ask the children what they would like to tell God—*praising him and thanking him*, as well as *asking him to help us and others*. Gradually, if you venture to encourage these "talks with God" among the children themselves, you will find that it will come as naturally to them to pray out loud, framing their own supplications, as it becomes part of their training to retell the lesson story. Through your own reverent guidance of the "prayer meeting" in class, it need never become mechanical. Let the children come to think of it as a special privilege.

HOMEWORK

After the customary reading of next Sunday's story and memory verse, also the third verse of the song: "My eyes are set to watch them", assign these for home study. Encourage the children to talk with mother about chances and ways of sharing their food, their clothes, their toys, their pennies, etc., with some poor folks. *True giving*, true helping, must be of ourselves and *of the things we ourselves possess*, not what we beg from others to give away. That is the lesson the little child must learn.

Illustrative Material: The lesson story picture is fascinating. Let the children talk about it—how the fine looking boys are helping their mother. The Primary child has an awakening sense of *order* and *skill* that the younger child lacks. Appeal to this through the picture—the boys are *carefully* and *defly* obeying Elisha's orders. Their hands and feet are working fleetly and skillfully. Their hearts are glad. Their minds are willing.

Suggested Hymns: The lesson group song.
"God Will Take Care of You."
"We Give Thee But Thine Own", No. 88, Songs for Little People.

LESSON 14

Theme: GOD'S HELPERS

GOD'S HELPER ELISHA CURES A MAN OF A TERRIBLE SICKNESS

The Bible Text: 2 Kings 5: 1-14.

The Topical Memory Verse: "Serve him with a perfect heart and with a willing mind."

The Lesson Memory Verse: "Wash me thoroughly from mine iniquity, and cleanse me from my sin." Ps. 51:2.

To the Teacher: Just a few more comments on Elisha! Elisha lived a long life and was a great influence for righteousness among his people. His reputation spread to neighboring peoples, too. He saw the fall of the house of Ahab, and after the death of Ahab's sons, who succeeded the latter on the throne of Israel, but were shortly killed by the ruthless chariot-driver, Jehu, he fulfilled the charge left to him by Elijah, to anoint Jehu king. Jehu, we mentioned in connection with last Sunday's comment, was a good king, but he was cruel. And Elisha surely had much of barbarism to contend with. But things would probably have been worse in Israel had it not been for Elisha's ministry. Elisha does not seem to have been despised like Elijah. Indeed when he died, he was widely mourned and honored, and was buried in a grand sepulchre in Samaria. Even Joash, then king, came down to weep over him when he was dying. Later we read that miracles were wrought by Elisha's bones! (Read 2 Kings 13: 20, 21).

Naaman: Naaman was an honored officer in the Syrian army, and Syria was a formidable enemy to Israel. The Israelites used to think that it was Naaman who killed king Ahab in battle. During king Jehu's reign there was continual battle between Syria and Israel, and from time to time Syria took captives from among the Israelites, making them slaves to serve them in their land. Perhaps after one of their battles, during Jehu's time, or maybe after the battle in which Ahab had been killed, Naaman had brought home to his household the little Israelite girl of whom today's lesson story relates.

The Lesson Approach: The "helper pictures" to-day should include some "helping the sick" pictures. Review rapidly last Sunday's lesson about helping the poor. Maybe, during the week, some of your class members have had opportunity to help some poor folks? Then they will want to mention it. Impress upon the children that we do not want to talk "proudly" or "brag" about our helpful deeds. We want to be very humble about them. It is a great privilege to us that God can use us to help him take care of the needy. The poor—those who lack the necessities of life—are not the only folks who need help. The sick, and the lame and the blind—yes, all who have bodily ills of any kind—need our help. They need our pity, our love, our understanding. Talk to the children about those institutions of our modern Christian world that help to make sick people well, that care for the helpless and incurable. Tell the children that hospitals are the product of Christianity. Whenever hospitals are to be found in the non-Christian world, they have been placed there by the Christians and through the influence of them who love the true God. Tell the children, too, that sickness may not only be of the body; it may be of the soul. That is hard for little children to understand, but as they grow older they will understand it better. Many times bodily illness is caused by sin; often by ignorance. Just as some day, in the time to come, those who love the true God, and his Son, Jesus Christ, will so let Jesus, the righteous King, rule them, that they will root out poverty and the suffering and sorrow that comes to the poor, so will they then root out sickness and the suffer-

ing and sorrow that comes with it. And, we recall, that in that new world, (that heavenly home come down out of heaven, the holy city, which God's good man John saw as he listened to God talking to him on the lonely island) there will be no more sickness or death!

Close the conversation period with prayer, thanking God for doctors and nurses and hospitals and all agencies that care for the sick, asking him to bless them in their great work of succor and healing, and pray that the heavenly Father will hasten the coming of his kingdom, when his will shall be done on earth as it now is in heaven, and poverty and sickness and death and sorrow shall be no more. Until that time cometh, may God's children never tire to help care for the poor and sick, the erring and the sorrowing. Then let the children rise and sing: "God Will Take Care of You."

THE LESSON STORY

Last Sunday we met God's helper, the prophet Elisha, helping the poor. Who remembers the story about Elisha and the poor widow? Let the child who recalls it, tell it. To-day we are going to hear another story about Elisha. It is a "helper" story, too. But it is not about poor folks. Indeed, the man whom Elisha helped in our lesson story to-day is a very rich man. But he needed help just the same. Now I know you are anxious to tell me all about him, and how Elisha came to help him. Then let the children tell the story, incident by incident.

THE MEMORY VERSE

In the lesson story we have heard how the rich and honored captain Naaman had to

wash his body in the river in order to become clean of his sickness. It is helpful to health to be clean in our bodies. Now some folks are very particular about being clean about their hands and face and all their body, but they will say "dirty" things with their voices and tongues, think nasty thoughts, do mean things. Their hearts and minds are not clean. They are sick in their spirits! Our memory verse to-day is a prayer. It was made by a man, in the long ago, who felt that his spirit was sick, that his heart and mind were unclean. So he prayed God to wash his soul (the real him) from his "iniquity" (his wrong doing) and cleanse (make him clean) from his sin. Maybe we are well in our bodies, clean of face and hands, but we need to be washed and made well in our souls—our hearts and minds and spirits? Maybe we have said untrue and unkind words, thought nasty thoughts, done wrong things? Let us pray our memory verse!

HOMEWORK

Another lesson to think about at home, to talk about at home, to act upon! Make the children feel that! Ask them to pray the memory verse prayer. Remind them to think of the sick in their prayers, asking God's healing hand to bless them. Tell the children that a new lesson group begins with next Sunday's lesson, and that you hope they will so well know the memory work belonging to the "God's Helpers" lessons, that you can entrust them with learning a new topical memory verse and a new prayer and song next Sunday.

Illustrative Material: The lesson story picture.

Pictures that depict ministry to the sick.

Suggested Hymns: "Little Fee Be Careful."

"God Will Take Care of You."

"A Prayer for Those Who Suffer", No. 146, Songs for Little People.

AND SADDHU GOT WELL

(A Missionary Story).

Saddhu had never seen such a lovely place before! Indeed, when he was brought to the beautiful white hospital building, he could scarcely see at all. For he had a

very ugly sickness of the eyes—a sickness that his neighbors said would never go away, but by and by make the little boy blind. Saddhu often wept about it. So did

Saddhu's mother. And Saddhu's daddy went about his work daily. Saddhu was their only child, and a pretty lad. Saddhu's mother and daddy had sought help from their gods and from the priests of their strange temples, but Saddhu's eyes grew dimmer and sorer. "Surely, we have offended our gods!" said they.

Saddhu and his mother and daddy lived in the far away land of India. Saddhu was seven years old, but he had never heard about the true God, nor about his helpers. Indeed, the true God had no helpers in the village where Saddhu lived. Then, one day a kind-faced man came to the village and talked to the people. He told them about a great and mighty God, who had made heaven and earth, and who cared for and loved every man and woman, every boy and girl. Saddhu's daddy had listened to the kind-faced man as he talked in the village market place. "I wonder if this great and good God can help my little Saddhu?" he thought. And when the kind-faced man had ended his talk, Saddhu's daddy sought a chance to speak to him about it. In a few days little Saddhu went with the kind-faced man to a city many miles away. He went

with the good man to other God's helpers, who lived and worked in the big city. And there these helpers of the true God helped little Saddhu to see clearly once more. The good doctors, who had come from Christian lands to help make poor sick heathen folks well in body and soul, made little Saddhu's eyes well.

And when little Saddhu was able to see their faces and the beautiful white hospital with its shiny white beds and many interesting things, they told him—these helpers of the true God—that little boys and girls across the sea, in lands where God, and Jesus, God's Son, were loved and worshipped and served, had made it possible for the good doctors to help him. For each Sunday they brought their gifts to the mission box, and sang:

"Jesus, take these gifts we bring Thee,
Give them something sweet to do,
May they help someone to love Thee,
And to be God's helper, too!"

"Oh, I am so happy about it", said little Saddhu, "Will you tell them all about me? Tell them I want to be God's helper, too."

LESSON 15

Theme: PRAYER

MORNING AND EVENING PRAYER

The Bible Text: Daniel 6:1-25.

The Topical Memory Verse: "Jehovah is nigh unto all them that call upon him."
Ps. 145:18.

The Lesson Memory Verse: "Ask for me, I will call upon God . . . evening and morning and at noonday, . . . and he will hear my voice."
Ps. 55: 16, 17.

Extra Memory Work: "An Evening Prayer" (1st Stanza):

"Jesus, tender Shepherd, hear us,
Bless thy little lambs to-night;
Through the darkness be thou near us,
Keep us safe till morning light."

To the Teacher: How wonderfully God deals with his children! Often persecution and dire troubles mean more to their true happiness than gladsome conditions, comfort, ease! Dean Inge, famous prelate of St. Paul's, London, once remarked: "We are losing of Christianity mainly because Christianity is a life for heroes, and we are harmless, good-natured little people, who want everybody to have a good time!" Perhaps, in our time and in our free land, we need more than ever to challenge ourselves with: "Dare to be a Daniel!" "Lions' dens" are not all pits filled with snarling beasts! Nor do modern rulers decree against the prayerful! But many times the very freedom that the Christian enjoys snags him into pits where he is quietly "pawed" to spiritual extinction by the crass materialism that purrs about him!

You know the story of Daniel and his habit of prayer! It was but consistent with all his other habits of life—a life so strong and clean and beautiful that it could defy without a whisper the mandates of one of the most egoistical and relentless tyrants of the ancient world.

We meet Daniel upon the pages of history as a young man, a prince in captivity, fighting not for his freedom from that captivity, but for principles of clean living. And we follow his triumphs for his principles with

breathless interest as we read on and on in the Book of Daniel. When he is a man well on in years, long honored and respected in the Civil Service of the Empire that had once brought him to its domains a prisoner, we find him no less fervent in the practices of his religion, in the life of faith in the true God. Dear teacher, as you read and admire this hero of faith, can you not see in the dim distance a baby boy, learning to fold his hands in prayer, with his face toward Mount Zion, three times a day? Can you not see a child, questioning his mother, as he rises from his position of prayer, as to the meaning of it all? Can you not see how she takes him to her knee, and hear her tell him about the God of Abraham, Isaac and Jacob? Then defy anyone to deride the idea of the "prayer habit"!

The Lesson Approach: Pray together the Lord's Prayer. Talk with the children about praying. So far during the Sunday school term they have talked quite a lot about prayer, and have learned several "memory verse" prayers, and the Lord's prayer, and a prayer for God's blessing upon their food. They have learned how God's helpers in the long ago prayed—how the leader of God's people, Moses, prayed for food and water and that God would give his people wisdom; how Elijah, God's prophet and servant, prayed for

fire and rain from heaven. Prayer is a very mighty force! If those great men, in the long ago, felt the need and the reward of prayer, surely we would and should feel the same. How often do the children pray? About what do they talk with God? Let them talk out in their own way their idea of prayer. Little children, brought up in Christian homes, where prayer is a habit and a joy, delight in talking about it, delight in praying. And so it should be for all. Why should prayer necessarily be a very solemn, valedictory kind of address to God? Why should it not be a delightful heart-to-heart talk with him in simple diction and spontaneous joy? Make the little children feel by this conversation about prayer that talking to God is as natural a matter as talking to mother and father. It is thereby not necessary to rob our talk with God of its earnestness and reverence.

THE MEMORY WORK:

Review the topical memory verse for the past three groups of lessons. To-day we are to learn a new verse for the new topic: Prayer. Teach the verse. "Jehovah (God) is nigh (very close, very near) to all them that call upon him (pray to him, talk to him)." Then let the children open their Story Books to page 39. Tell them that the

little boy, in the drawing at the bottom of the page, kneeling in prayer by his bedside, must be saying his evening prayer. For he is dressed for sleep. His bed is so orderly, ready for him to jump in. And this is the prayer you believe he is praying: "Jesus, tender shepherd, hear us." Recite the whole prayer to your class. Then teach the first verse of it, explaining the analogical use of "shepherd" and "little lambs". Then teach the lesson memory verse. It is self-explanatory.

THE LESSON STORY

It is wise now and then to change the regular routine of the session by telling the lesson story to *the children*, instead of requiring *them* to tell it to you and each other. A good time to make this variation is at the beginning of a new topic. Tell the class the lesson story, having prepared yourself to do so from the Bible text and the retold story in the Story Book.

HOMEWORK

Prepare the class for the study at home of next Sunday's lesson. Ask the children to get mother to help them with the mastering of the memory work: the topical memory verse, the first verse of the Evening Prayer, and memory verse for the lesson.

Illustrative Material: Talk about the lesson picture. Having taken down your "helper pictures" replace them with "prayer pictures." Get as many "prayer pictures" together as you can—pictures of children praying by their bedsides, by mother's knee, prayer in church, out-of-doors; in fact pictures of "prayer time" anywhere. The teacher on the look-out for pictures with which to illustrate Bible lessons and their practical application to child-life, can always manage to find good pictures for this purpose without having to entail much expense. Pictures of "family prayer" are especially subtle in their suggestion for the "family altar". The Perry Picture Co. has a fine reproduction of Rosenthal's: "Morning prayers in the Family of Sebastian Bach", which can be had in small size. Taylor's: "I Will Lift Up Mine Eyes" (by the Union Press, 1816 Chestnut St., Philadelphia, Pa.), can be had in a small reproduction for as little as 2 cts. "Prayer", by Max; Millet's: "The Angelus"; Joshua Reynold's: "Samuel"; can all be had, in miniature reproduction, from the Perry Picture Co., Malden, Mass. "A Mother and Child", by Jessie Wilcox Smith, can be had in a Copley Print from Curtis & Cameron, Boston, Mass.

Suggested Hymns: "Morning Praise", No. 5, Songs for Little People. "Lord, Teach a Little Child to Pray", Page 52, The Bible Story Book. "When My Evening Prayer is Spoken", No. 37, Songs for Little People. "Child's Evening Prayer", No. 38, Songs for Little People.

LESSON 16

Theme: PRAYER

PRAYER FOR A SAFE JOURNEY

The Bible Text: Ezra 8: 21-23.

The Topical Memory Verse: "Jehovah is nigh unto all them that call upon him."

The Lesson Memory Verse: "He guided me in the paths of righteousness for his name's sake." Ps. 23: 3.

Extra Memory Work: Second stanza of "An Evening Prayer", Page 39, the Bible Story Book."

"All this day thy hand has led us,
And we thank thee for this care;
Thou hast clothed us, warmed us, fed us,
Listen to our evening prayer."

To the Teacher: The writer well recalls the tales of hazardous journeys through Indian jungles told in a lecture on his native land by Dhan Gopal Mukerji, the Hindu author of "Caste and Outcast", and can well imagine that journeys in the wilderness of southwestern Asia were no less besought with dangers from wild beasts and robbers in those long by-gone days of which Ezra speaks as he depicts the hardships of reclaiming the wastes of Zion. Not even the joy of going up out of a land of captivity to their beloved Jerusalem could hold back from their hearts the fears of the journey! Perhaps the fears did not quite as strongly overcome the young and vigorous, who made up the bulk of the first train of returning exiles under Prince Zerubbabel, of the royal house of David, and his hearty assistant, the High Priest Joshua. These returned shortly after the edict of freedom was proclaimed by Cyrus, king of Persia. Read Ezra 1st to 6th chapters inclusive, and you will find that hardships were not all on the journey! During the reign of Artaxerxes Longimanus, Ezra, a Hebrew scribe, was granted permission to take another band of Jewish exiles back to Jerusalem. This happened in the seventh year of Artaxerxes' reign in Babylon, and about 80 years after the edict of freedom proclaimed by Cyrus. Ezra's company seemed to be more concerned about the dangers of the journey than

Zerubbabel's had been, but no doubt the little company that Ezra succeeded in gathering together for the return, had heard many reports of the hazards encountered by the earlier pilgrims and the hardships that had met them in reclaiming the land and rebuilding the city of Jerusalem. Ezra gathered his company together by the river Ahava, where he reviewed the pilgrims and heartened them for the journey. To his dismay there were no Levites among them! And he had much treasure for the temple in Jerusalem that must be carried by the priests! Then Ezra sent a request to the chief of a place in Babylon, called Casiphia, and asked the chief to urge the sons of Levi who dwelt there to come unto him and be ministers for the house of God. Iddo, the chief of Casiphia, succeeded in sending Ezra 258 Levites and Nethinims. Then Ezra proclaimed a fast and a prayermeeting by the river Ahava, asking God's protection and guidance on the journey. Ezra might have asked the king for a mounted guard, but he was ashamed to ask such a favor inasmuch as he felt that God's people did not need the protection of man-made arms! He committed into the hand of twelve of the chief priests the treasures of the Temple, and with songs on their lips and trust in God in their hearts, Ezra and his band made the some-five-hundred-and-fifty-mile journey to Jerusalem. Ezra was a man of prayer!

Read on in his book that tells us about him. Prayer was the woof of his character! It was his way for himself and his people to God. No wonder his people replied to him when he called them to repentance and reform: "As thou hast said, so must we do!" Ezra was a true guide!

Dear teacher, your little pupils recognize few perils on the way—the way from home to school, from home to anywhere! Nor have they yet realized the perils on the way of life—from the land of sojourn to the land of eternity! You cannot impress them with these by merely talking about them—telling them that they exist, are real. But you yourself can be a guide! When they ask, as Thomas did: "We do not know where thou art going, Master, so how can we know the way?" can we, because we are on that way, say with authority: "Jesus is the *Way*, and Truth, and the Life; no one ever comes to the Father except through him?" When we have revealed to our little ones that it is Christ Jesus who can be at once our Path and our Companion, our Guide and our Destination, I feel certain that he shall crown our efforts in his name with the response from the child-heart: "So, must we do!"

The Lesson Approach: Talk about dangers that lurk about the child—the dangers on the street, at street crossings, etc. If the children live in the country there may be dangers that lurk in the woods and fields, on the mountain sides, by ravines and streams, etc. "Safety first" campaigns, that are now so popular in our public school curricula, are very real to Primary children. Mother's warnings to be careful when we go on errands, play out in the open, go to school,—in fact go anywhere where her hand cannot guide us, her eye see us, are real to every child. Do the children heed them? Why does teacher "preach" safety to us? Why does mother warn us to be careful? Because they love us; because they wish our welfare. Teachers and mothers have been given us by our heavenly Father! Many other persons who help us and lead us and care for us are also the "gift of God." Let the children name some of the people who have our safety and welfare at heart. Yes, father, of course! And bigger brothers and sisters who have learned how to take care of themselves and, in turn, how to care for their younger brothers and sisters! The policeman! The fireman! The men who rule our cities, our states, our country!

But above all these is the Caretaker of the universe! Is *God!* God has given us all who care for us. But there are times when perhaps these caretakers cannot be near us. There are times when we must choose and act alone, so far as human assistance goes. How wonderful then to think:

"How strong and sweet my Father's care,
That round about me, like the air,
Is with me always, everywhere! He cares
for me."

THE PRAYERTIME

Prayertime in connection with the lessons on prayer should be very tangible prayer-lessons themselves. Talk with God simply and urgently about leading and guiding your little ones in the "way they should go." Make the children thus indirectly feel that you are a leader, leading them in the Jesus-way of life. Close your prayer by repeating together with the children the first verse of: "Jesus, Tender Shepherd, Hear Us."

THE MEMORY WORK:

Tell the children that before you let them tell you the lesson story to-day, you wish them to learn the lesson memory verse and listen to the rest of the Evening Prayer you will want them to memorize by and by. Then teach the lesson memory verse, letting each child repeat it, if time permits. Teach, too, the second verse of the Evening Prayer (Page 39 of the Bible Story Book).

THE LESSON STORY

Children, we remember that last Sunday's lesson story told us of a man who prayed three times each day with his face turned toward his own native land and city. We remember how his enemies spied on him and told their king, and how this good man was thrown into a lions' den—all because he loved to talk with God! Of course, you remember the good man's name? Yes, Daniel! And you remember, too, how Daniel was saved from the lions' den? Yes, his God, to whom he constantly prayed, was able to save him from the mouth of the lion! Many years passed. Then came a time when God's people in this strange land, (where Daniel had suffered because of his faith in the true God, but where, too, he had been respected and made famous) were

to be allowed to go back again to their own land—to the city toward which Daniel always turned his face when he prayed—yes, to Jerusalem. But the road to that land and to that city was filled with dangers! There were wild beasts that lurked by the wayside. There were thieves and robbers that plundered travelers, as they journeyed. The sun was terribly hot by day. Sometimes storms blew fiercely. Now I know you can tell me the story—the story about prayer for a safe journey. Let several children tell the story in its entirety, as it

has been learned during the week from the Bible Story Book.

Then sing: "God Will Take Care of You."

HOMework

Assign next Sunday's lesson for home-study. Encourage the children to talk with mother about to-day's lesson. Remind them to pray God to lead them and guide them in ways of "right doing"—the only way of true safety. Ask them to pray as much of the Evening Prayer as they have learned.

Illustrative Material: The children will enjoy talking about the lesson picture. If you can get a picture of some "family altar", where mother, father, and children are at prayer, use it during the informal pre-lesson talk to impress upon the child mind the privilege of the family asking God's guidance every morning for the day's paths, and reading his Word for strength and direction. Perhaps you could draw such a "family group" on the blackboard? All the "prayer pictures" suggested for use with last Sunday's lesson, have their share and value in today's lesson illustration.

Suggested Hymns: "Morning Praise", No. 5, Songs for Little People.
"God Will Take Care of You."
"Little Feet, Be Careful."

LESSON 17

Theme: PRAYER

PRAYER FOR RECOVERY FROM SICKNESS

The Bible Text: Isaiah 38.

The Topical Memory Verse: "Jehovah is nigh unto all them that call upon him."

The Lesson Memory Verse: "Recover thou me, and make me to live." Isaiah 38:16.

Extra Memory Work: The lesson group song: "Lord, Teach a Little Child to Pray."

To the Teacher: Prayer for recovery from illness is perhaps one of the most common prayers in all this world of suffering and pain. The writer has often pictured in her imagination the veritable "storm clouds" of prayer that rise to the heavenly Father daily, yes hourly, from the beds of suffering and the hearts of those who sympathize with sufferers. It is a heartaching thought! But think what a help for the aching heart to know that "Jehovah is nigh unto all them that call upon him!" Even when the prayers for recovery are not answered in the human terms, what a solace to know that God is nigh the sufferer anyway! And to be so strengthened by the divine Life Giver that one may say with Paul: "When I am weak, then am I strong!"

In teaching this lesson of prayer for recovery from illness, take care not to make the children feel that God always answers that prayer with physical recovery from the sickness of the afflicted one. A child's faith is easily disturbed. A child's trust in God is so beautiful and so complete. True, king Hezekiah's prayer was answered by recovery and fifteen years more of life on earth. But other folks, praying just as earnestly, have had to bear illness all their lives on earth, have had to leave this earth early—and this may seem strange to us who know that God hears prayer! Remind the children of lesson 14. There may be certain things that God requires of the particular sick person for whom we are praying. Recall, too, lesson 10. Perhaps the sick for whom we are praying never may get rid of their illness until God calls them home to him, and we who sorrow because our prayers seemingly are not heard, have the glorious hope of in-

heriting that heavenly home, where there shall be no more sickness or sorrow or death!

The Lesson Approach: Sickness is not a pleasant topic. Some folks talk too much about their ailments that they sicken their listeners! Let the children talk about answers to prayer, rather than about illness. Daniel's prayers were heard, and he was saved from dire danger. Ezra's prayer was heard, and he and his people were guided and guarded on their long journey. Perhaps the children in your class have prayed for safe journeys, for salvation from dangers of many kinds? Let them tell you about them. Of course, guard against the over-imaginative! Little children sometimes imagine themselves in danger! Then ask the children if they have ever been very ill at any time. Perhaps their loved ones have been ill? The doctor has been called. The doctor and the nurse are God's helpers. In lands where the true God is not known, there are no doctors and nurses, except the missionary ones from the lands where God is loved. A missionary story about a doctor might be used here as an effectual approach to the lesson story!

Close your conversation period with prayer, asking God's special blessing upon all who minister the sick, and pray God's healing Spirit to be very near to all who are suffering. Thank God that we may come to him for help in all the troubles of life, whether we are in health or ill. Ask God to help the little children of your class to observe the rules for good health that mother and father and teacher lay down for them. God has given us our wonderful bodies to be temples for his Holy Spirit—

we must do our best to take care of them, keep them clean and well.

THE LESSON STORY

Make an apperceptive approach to the lesson story, and then let the children tell it, using the "building method." When the telling of the story is over, it might be well to talk it through, and incidentally point out that while God often answers the prayer of the sick for recovery from illness by making them well and strong again, he sometimes answers their prayers, and the prayers of their loved ones, by taking the sick one away from this world of suffering. That, too, is making the sick well! Because in God's other world—the heavenly home—there is no sickness, or sorrow, or death. Whichever way God thinks best, is the way he will answer our prayers.

Illustrative Material: Pictures that show ministering unto the sick will be valuable additions to the "prayer pictures" for use with to-day's story material. Especially helpful would be a picture showing someone in prayer beside the bed of a sick child.

Suggested Hymns: The lesson group song.

"How Strong and Sweet My Father's Care."

"When My Evening Prayer is Spoken." No. 37, Songs for Little People.

PRAYERTIME AND MEMORY WORK

The lesson memory verse was king Hezekiah's prayer. We may pray that same prayer when we are sick. Let the children repeat it. Then pray together the first two verses of the Evening Prayer. Teach the lesson song—as much as time will allow—"Lord, Teach a Little Child to Pray."

HOMEWORK

Encourage the children to talk to mother about prayer for the sick. Prepare the children for next Sunday's lesson and assign it for study during the week. Perhaps mother can find time, too, to help the children learn the lesson group song, which you have gone over to-day?

LESSON 18

Theme: PRAYER

PRAYER FOR FORGIVENESS

The Bible Text: Numbers 21: 4-9.

The Topical Memory Verse: "Jehovah is nigh unto all them that call upon him."

The Lesson Memory Verse: "Cleanse me from my sin." Ps. 51:2.

Extra Memory Work: Third Verse of: "An Evening Prayer":

"May our sins be all forgiven

Bless the friends we love so well;

Take us when we die to heaven,

Happy there with thee to dwell."

To the Teacher: The desert wanderings of the Children of Israel were filled with "murmurings"! So many times they spake against God and against Moses, that it seems nigh unbelievable that they deserved any patience either from Moses or from the heavenly Father! You recall their cries at the Red Sea, Exodus 14: 10-12! Then, when they hungered in the Wilderness of Sin, how they did murmur: "Would to God we had died in the land of Egypt when we did eat bread to the full!" And at Rephidim, when they were thirsty,—Read Exodus 17: 3. Then at Sinai—see Exodus 32:1. In to-day's lesson, as they are making the hot and tiresome journey around the land of Edom, seeking a new entrance into the Promised Land, they give in again to their contemptible habit of grumbling and doubting! The many punishments that God had sent them seemed forgotten. And so did all his loving care and leading! Oh, the infinite patience of God with the human heart! And the infinite patience with which he fills the human leaders of humanity!

Shortly before the happenings in to-day's lesson story, Aaron had died on Mount Hor. No doubt the people were grieving over his death and over the death, before that, of Miriam. Too, the older generation of desert pilgrims were grieving because of the "exclusion" command which God had punished them with—they were all to die in the wilderness! Most of them had died by this time. But their doubting, selfish, disgruntled tempers had been bequeathed, so it seems, to the younger generation. For although the new generation, that had grown up in the wilderness, was superior to the older one that had "gone up out of Egypt", it com-

prised the bulk of murmurers who, in to-day's lesson story, had to be so drastically punished.

The punishment, meted out to them at this crucial time in their fostering, was a miracle that grew out of a natural condition of the desert through which they travelled. Later travellers have said that this part of the desert is particularly infested with vipers and insects. It seems that these "dwellers" of the desert became more multiple and dangerous at the time when the Children of Israel passed through that section. The people must have lived in constant terror of treading upon them, of pitching their tents in this viperous country. "Fiery", as the Bible calls it, probably referred to the burning scourage of the bite.

Punishment is always harder to bear than any sacrifice. To have patience and faith might have been trying to God's people, but the punishment they suffered because of their impatience and distrust was far more trying—yes, unbearable. And in their shame and their pain they cried for forgiveness! Then came the real miracle of this event—that of forgiveness! The test of repentance was one that measured their faith! It was one of "looking up!" God chose this method, with a brazen serpent to symbolize his love. The wounded people "looked up" to "his love" because they believed his word! And they were cured—not only cured physically of the death-dealing stings of the poisonous vipers, but cured spiritually of the death-dealing sting of selfish grumbling and unbelief. Our Lord Jesus makes a striking reference to this Old Testament happenings as he talks to Nicodemus, (John 3:14) about the mi-

race of salvation through the "upward look" to God's unspeakable love! The venomous sting with which our lives are tainted must meet this divine cure for ill temper, unbelief, disobedience, dishonesty, and wrongs of every kind, if we are to survive death of body and of soul.

The Lesson Approach: Make the children feel the crucial importance of this day's prayer lesson! Oh, how your editor longs to make you, yourself, feel its crucial significance, so that you may teach it with an authority more vital than that with which you have taught any lesson so far! Make the lesson approach and the lesson merge into one another. Do not have the children tell the story by rote, but talk it out of them in a kind of "comradeship way" with their own experiences! It was important for Daniel to pray three times a day; it was important that God should save him from persecution; it was important that Ezra and his people should pray for guidance on a dangerous road; it was important for Hezekiah to pray for health and for Isaiah to help him; but it is most important of all to pray for forgiveness and to look up to God with our penitent hearts, and believe that Jesus, his dear Son, and our Saviour and Friend, was lifted up upon a cross to point us the way to God's love. In no other way could our little prayer be heard: "May our sins be all forgiven!" Then pray God for forgiveness from sin for your little pupils and yourself. Close with the repetition of the "Evening Prayer". Or ask the boys and girls if they themselves would like to pray "out loud" in their own words, asking God's forgiveness for the wickedness they feel in their hearts. However, if you take this step in "prayer-time teaching", be sure that you can inspire your little ones to a sincere and reverent expression of their innermost longing for forgiveness. Then sing softly for the children, or, if they have mastered it themselves, let them sing softly with you, as they continue in the attitude

Illustrative Material: The lesson picture will afford interesting discussion. Little children at prayer are picture subjects that also can be subtly used in connection with to-day's lesson. The children like to supply "prayer subjects" for such pictures. The children, or the child, in the picture may be praying God to forgive them for disobedience, for telling untrue things, for grumbling about their food and drink, for being unkind, and many, many other sins that beset little boys and girls.

Suggested Hymns: "Lord, Teach a Little Child to Pray."

"My Faith Look up to Thee", (First stanza), No. 147, Songs for Children.

"Just as I Am", (Third stanza), No. 160, Songs for Children.

of prayer: "Teach me to do whate'er is right, And when I sin, forgive; And make it still my chief delight To love thee while I live."

THE MEMORY VERSE:

Forgiveness is a "cleansing". It means: "Make me clean of heart." We can wash our hands and face and all of our bodies with water to make them clean. When we are sick the doctor gives us medicine, or mother does, that will help our "inside" bodies to clean out the sickness. But when our hearts are full of untrue things, nasty thoughts, grumbling words—yes, when we are bad—there is only one thing that will clean out all these bad things! It is forgiveness—the forgiveness that God gives us when we ask him for it; and the forgiveness which mother and father and teacher and other human folks give us when we ask it of them. "Cleanse (clean out of me) me from my sin (the wrong-doing in thoughts and words and acts)." That prayer was said by one of God's good men, King David, in the long ago. It is written in a beautiful prayer-psalm that we may read in God's Book. Let each child in the class repeat the memory verse.

HOMEWORK

Send the children home with "food enough for thought" about forgiveness to last them through the week. Every time they pray for forgiveness there must be a real repentance—a true regret that they have displeased God by sinning against him. And repentance means, too, more than this sincere sorrow for sin; it means a longing to do the right; and it means even more than that—it means that we actually strive to do the right! Next Sunday's lesson, which you will help the children prepare for, is a beautiful prayer lesson, too. Folks who have learned to pray for forgiveness for themselves, learn eagerly to "pray for one another."

LESSON 19

Theme: PRAYER

PRAYER FOR A FRIEND

The Bible Text: Acts 12: 1-19.

The Topical Memory Verse: "Jehovah is nigh unto all them that call upon him."

The Lesson Memory Verse: "Pray one for another." James 5: 16.

Extra Memory Work: "An Evening Prayer", and the Hymn: "Lord, Teach a Little Child to Pray."

To the Teacher: The writer not long ago read the life story of Miss Fedelia Fiske, the first unmarried woman missionary to Persia (1843-1864). Among the many outstanding things in the missionary career of this remarkable woman was her power to inspire others to pray "one for the other." An incident is told by her biographer about a Koordish chief, who had been converted through the influence of his daughter who had been a pupil in Miss Fiske's school at Urumia. One time this chief was praying in a meeting. When he had risen from his knees, he suddenly plunged down upon them again and cried: "O God, forgive me! I forgot to pray for Miss Fiske and her school!" And he continued to pray earnestly for them. Almost simultaneously a great sweep of the Spirit of Conversion blessed the school, and when the school was nineteen years old twelve such seasons as this had come, and more than two-thirds of the pupils brought into fellowship with Jesus Christ.

You remember that immortal question that Elizabeth Browning asked of Charles Kingsley: "What is the secret of your life?" And to which she added: "Tell me, that I may make mine beautiful." And Kingsley's answer: "I had a friend!" I well imagine that Simon Peter would have answered that question similarly. Peter had a Friend! Peter had also many friends, and the most beautiful phase of those friendships was that the friends were "praying friends."

The Lesson Approach: Review the past "prayer lessons", but do so in a manner that will lead apperceptively to to-day's lesson

story. For instance, when Daniel knelt in prayer three times daily, what do we suppose he prayed about? For himself? Yes, surely! He prayed for forgiveness, for guidance, for a brave spirit, for health and strength and wisdom. But, I believe, don't you, that he prayed for others, too? I believe that he prayed for his people, his friends! And when Ezra prayed on the banks of the river in the land of captivity, he prayed for his people, for his friends! He prayed for their safety as well as his! When king Hezekiah prayed God to spare his life, that seems to have been entirely a prayer for himself. But, I believe that the good king prayed for his people, for his friends, too. Indeed, when God answered his prayer, he not only gave him fifteen years more of life on earth, but he saved his city—his people, his friends, from the hand of an enemy. And in last Sunday's lesson, when Moses prayed God for his people—for the forgiveness of their sins, was not that a prayer for his friends?

Do you pray for your friends? Who are your friends? Let the children tell you who their friends are. Perhaps sometimes the friends of the little children may be in trouble, in sorrow, need help? And we ourselves may be unable to help them, unable to comfort them. But there is *one*, yes God, who can help, who can comfort! We may pray for our friends—talk to God about them and their troubles.

Close the conversation period with prayer for friends. If the children have any friends who are sick, who are in sorrow or trouble of any kind, who need forgiveness, who need

guidance, they may tell you their names, and you will include them in your prayer.

Then sing: "God Will Take Care of You."

THE LESSON STORY

God's Book, the Bible, tells us a beautiful story about some friends who once gathered together to pray for a man who was very dear to them. This man was in great trouble. He had unjustly been thrown into prison. It was possible that those who had thrown him into prison would take his life. You have already guessed that the story I have reference to is the one you have studied at home during the past week. Now, I wonder who will want to begin telling that story to the rest of us? Let several children tell the story—incident by incident.

THE MEMORY VERSE

It needs no teaching as to its words! But its sentiment needs teaching. That beautiful,

understanding, sympathizing Christian love that makes friends true in the truest measure, needs to be instilled into the minds and hearts of the little boys and girls. There is so much in Christianity "so-called" that is not Christianity "so-lived"! Can you impress upon your little pupils that the living Christians is always deeply concerned about the happiness and safety of his friends, and always praying and working to bring them to Jesus, the Great Friend!

HOMEWORK

Next Sunday's lesson is the Prayer that the Great Friend, Jesus, taught *his friends!* Already the children have learned it. Now they are to learn the little story that surrounds the teaching of that prayer. Assign next Sunday's lesson story and memory verse for home study. Also ask the children to learn the lesson group song, which they have been trying to master, perfectly!

Illustrative Material: The lesson picture is one of the delightful kind that shows dramatic action! Let the children talk about it—night, the sleeping city in the distance, the sleeping soldiers, the prison walls, the beautiful white angel, and the wondering, half-awake Peter trustingly clasping the angel's hand! As you talk about the picture, make the little boys and girls feel the "atmosphere" of prayer that is wafted on the air over that "sleeping city" in the distance! And feel the *nearness of God*, Who is nigh unto all them that call upon *him!*

Suggested Hymns: "Lord, Teach a Little Child to Pray."

"How Strong and Sweet My Father's Care", No. 12, Songs for Little People.

"God Will Take Care of You."

"Blest Be the Tie That Binds", No. 277, Hymnal for American Youth.

(This hymn is suggested as a solo to be sung for the children).

LESSON 20

Theme: PRAYER

JESUS TEACHES US TO PRAY

The Bible Text: Matt. 6: 9-13.

The Topical Memory Verse: "Jehovah is nigh unto all them that call upon him."

The Lesson Memory Verse: "Thy will be done." Matt. 6: 10

Extra Memory Work: Review "The Lord's Prayer", "An Evening Prayer" and the lesson group song.

To the Teacher: The 6th chapter of Matthew is a profound dissertation by our Master on worship and the spirit of worship. For prayer is worship! And worshipping God must be the very essence of our character as Christians, as members of the kingdom of heaven, whose citizens Jesus described in the foregoing chapter. It has been a mystery to me how anyone can say of the Lord's Prayer that it does not belong to our age (as I heard a wellknown preacher say, not long ago). Surely it is a prayer for the God-ward soul in all ages! It is a masterpiece in conciseness and inclusiveness, for does it not say in less than seventy words every desire of the human heart for joy and plenty and peace and salvation? Does it not express in spirit man's need for ideal companionship with the Author of all moral reinforcement, inner harmony, forgiveness of sin, and the banishment of evil? It calls us so beautifully to a recognition of the need for organizing our little human will-power with the great Universal Will-power, in order that our purposes and ideals in life may become identified and knit with his supreme purpose. For the big problem in the formation and maintenance of the Christian character is not how to cultivate certain character qualities (as teachers of ethics usually argue), such as courage, nor certain character habits, such as honesty, but how to make all one's attitudes and actions in life the expression of a selfchosen purpose to which all else in life becomes subordinate. How can we become humble and lovable, for instance, as Jesus points out to us in his talk in this 6th chapter of Matthew, with less than a complete trusting fellowship with our Father, who is in heaven, so that an

undying longing springs in our breast to do and to let his will be done? "And how shall we know what is God's will?" "Has God's will ever been practically demonstrated on earth, as it is in heaven?" These arguments we put to ourselves in skeptical moments, when we despair of the good in the world! Well, the nature of the kingdom of heaven has certainly been put before us in the Sermon on the Mount, and where will you find a more perfect example in living demonstration of God's Will on earth, than in the life of Jesus Christ? If you doubt that God's Will, as told in the Sermon on the Mount, is practicable, how dare you pray the Lord's Prayer, and what will you say of Jesus' challenge: "Ye therefore shall be perfect, as your heavenly Father is perfect?" Often have I asked myself the question: "But, can it be possible to be perfect in this vale of imperfection?" We are tempted, you see, to think of the kingdom of heaven as an environment rather than an "inheritance". We forget that Jesus said: "Ye must be born again!" We forget that the kingdom of heaven—God's Will—must be in us, and that through us it must work perfection in environment! The more I ponder the teachings of Jesus, the more I understand that it is possible here, now—and that hindrance is my own stubborn will that will not surrender itself completely, to God's will! The more I study my Master's life, the more I am convinced that the longer the idea prevails among Christians that the kingdom of heaven is visionary, a mirage from the distant, rather than something very real and practical, the longer will be put off the coming of that kingdom among men and the longer will praying: "Thy will be done", be but empty

words. Teach the lesson as if you believed the Lord's Prayer the most practical supplication and the most answerable!

The Lesson Approach: Talk with the children about the way of prayer. Ask the children to tell you what their fathers are—what daddy does to earn a living for himself and his family. Now if Mary's daddy is a doctor, and Tommy's daddy is a tailor, and Mary wanted to address her father in order to ask him a question, or Tommy wished to request his daddy for the price of a new ball, it isn't likely that Mary would say to her father: "Doctor, may I ask you a question", or Tommy to his father: "Tailor, I would like to have a new ball?" No indeed! What would Mary say? What would Tommy say? "Daddy dear, may I ask you a question?" "Father dear, may I have some money for a new ball?" And of course, we would come to daddy—Mary would and Tommy would and all of us would—in just the kindest feeling of love and good-fellowship, wouldn't we? No fear in our hearts, no pride, no mean thoughts of any kind! We would come to our daddy, feeling sure that he would understand the question we had to ask, would know our need, would be willing and able to help us. So it is with our heavenly Father! Only we may feel even greater certainty that he will know, will understand, will be willing and able to help us. For "His is the earth and the fulness thereof." His work, our heavenly Father's work, is very big and wonderful. He is Creator. He is King. His work is to create everything in the universe, and to build up his Kingdom. But, we do not come to him and say: "Creator! King!" when we come to him in prayer—come to make our wishes known to him, to seek his help, his forgiveness, his grace and peace and love! No, we may say to him, as we say to the daddy and to mother, whom he has given us,—we may call him: "Dear." And we may call him: "Father!" And we may talk to him about everything, tell him all our troubles, ask him to help us—give us daily bread, forgive us our sins just as we are willing to forgive those who have done wrong toward us, keep us away from the temptation—the wish—to do wrong, guide us away from the evil one,—why? Because to God belongs the kingdom of goodness and peace and plenty, and his is the power and the glory of all the world,—the earth and the heavens—not only for time, but everlastingly. Let us pray the prayer that Jesus taught us! The prayer that he taught his

friends, the disciples, and that he teaches everyone who would be his friend and disciple. Then let the children pray together with you: The Lord's Prayer!

THE MEMORY WORK

There really is no lesson story to retell today, for the story from the story book has been talked-out and then prayed. The children will realize this. Now you are ready to impress upon their plastic child hearts the kernel, the keynote, of the Christian life. It is both a difficult and an easy lesson to teach. For the little child is so close to the Kingdom of heaven and yet not able to reason about it! Teach the lesson memory verse to them as if you were teaching it to yourself. The children will recall the "picture" of the heavenly city that God's helper, the Apostle John, saw while he was away on the lonely island, thinking and talking with God. In that city, God's will is done! Therefore, there is nothing there that is not pure and beautiful and healthful and good. When we pray, as Jesus taught us, "Our Father, Who art in heaven, hallowed (respected and revered) be thy name, *thy kingdom come, thy will be done, as in heaven, so on earth*", we are asking him to send us that home, that city, that land, that world, in which there will be no poverty, no suffering, no sickness, no ugliness, no meanness, no sorrow, no death! And we who love God, who love Jesus, must so live and strive, that we do not hinder the coming of God's kingdom—the Kingdom of heaven—to man. It is hard for us to understand this—but we know, if we do the right and think the right and speak the right, that we are helping to bring his Kingdom to earth. Let us again pray: The Lord's Prayer, remembering as we pray, that "God is nigh unto all them that call upon him."

HOMEWORK

The Prayer Lessons close with the Lord's Prayer. But they are to be followed by four lessons on "Thanksgiving", which is also a phase of the Prayer-way. Naturally, when we have asked God for something, and received it, we are grateful, and wish to express our gratitude—our thanks. Read and assign next Sunday's lesson for home study; also read and assign the new topical memory verse. Remind the children to pray each day: "Thy will (God), be done!" And to think what it means—as they pray, as the play and work, and in all that they do.

Illustrative Maetrial: The lesson picture will afford much pleasure to the children. How earnest Jesus' face is! How interested in knowing about the way to pray and what to pray the disciples seem! Only three of them appear in the picture, but surely the twelve were all present when he taught them how to pray! Somehow the artist didn't get them all into the picture!

Hymns: "Lord, Teach a Little Child to Pray."

HOW LITTLE TIM LEARNED HOW TO PRAY

(A Missionary Story).

Little Tim lived in a tenement house in the slum part of a big city. A tenement house is a house in which many families live, and the slum part of a big city is that part where the very poor live, usually in tumble-down houses amid ugly and dirty surroundings.

Little Tim was a very poor and a very dirty little chap. His father was dead and his mother had to work very hard every day in a big factory to earn money for the support of herself and little Tim. So all day long little Tim was left alone to himself. He was not old enough to go to school. He played about in the narrow street outside the tenement house in which he lived. Other little boys, poor and dirty like himself, played with him. They played the games that all little boys and girls like to play—hide and go seek, tag, and others, and were very happy, even though they some times had to go hungry to bed.

Little Tim would not have known one day from another week in and week out if it had not been that his mother stayed home from the factory one day out of every seven. Then she worked at home, washing and ironing and cleaning up a bit, but little Tim played in the street as usual.

Tim sometimes wondered why his mother stayed home that one day in every seven. Indeed, Tim would have been glad if she hadn't. For she toiled so hard in her little dark room in the tenement that day that she became very tired and cross by evening, and often Tim got scolded for nothing at all and had to go to bed feeling sad.

But one day something new and strange happened in Tim's little life that made that one day in seven the happiest day of all. A dear dainty little girl and her lovely mother came to the tenement house and invited all the little boys and girls who lived there to come with them to Sunday school. Little Tim had never heard of a Sunday

school before. But he trudged along with the other boys.

Oh how wonderful it was—this Sunday school! The children sang, and listened to stories, and bowed their heads and folded their hands while the lovely lady talked to somebody that could not be seen, but who, she said, could hear every word.

Little Tim began to attend the Sunday school regularly every Sunday. What did it matter that his clothes were ragged and dirty? No one seemed to notice that. The lovely lady gave him a little paper with pictures in it every time he came. And Tim learned to sing the songs by and by, and to know the stories about Jesus and about God, that the lovely lady told.

But most of all he longed to learn how to talk to God—talk to him, whom no one could see, but who could listen to every word. There were many things that little Tim would like to tell God and to ask God. One day, after Sunday school was over, he ventured close to the lovely lady. He wanted to ask her to please teach him how to talk to God. And the lovely lady and little Tim knelt together in the quiet Sunday school room and asked God to help the little boy grow and be as God's child. Together they asked God to forgive little Tim his sins and make him good. Together they asked God to bless him as he played with the other little boys of the tenement, and to bless him in his home with mother. And the lovely lady asked God, too, to help little Tim talk with his mother about God and Jesus, that she also might learn to know him and love him.

From that time on, little Tim prayed to God morning and noonday and evening. And from that time on, he began to grow like a child of God. And many blessings came to little Tim and his mother, so that one day they moved away from the tenement to a clean and sunny spot and a happy little home in the country.

LESSON 21

Theme: THANKSGIVING

THANKSGIVING FOR DAILY BREAD

The Bible Text: Deut. 8: 7-19.

Topical Memory Verse: "Oh give thanks unto Jehovah, for he is good." Ps. 107: 1.

The Lesson Memory Verse: "Thou shalt eat and be full, and thou shalt bless Jehovah."
Deut. 8: 10.

Extra Memory Work: The Ten Commandments: First Commandment:
"I am Jehovah thy God. Thou shalt have no other gods before me."

The lesson group song: "All that Hath Life and Breath, Sing to the Lord." Bible Story Book, page 62.

To the Teacher: One of the most flagrant of sins is ingratitude! One of the surest marks of the uncultured is ingratitude! One of the finest of virtues is gratitude! One of the surest marks of the well disciplined and educated mind, and the open, loving heart, is gratitude! As you prepare to teach these lessons on Thanksgiving give yourself "the once over" (as we say in slang vernacular) under the grill of questions that pertain to our habits as a thankful, grateful person. For you know, we teach best by that subtle something which animates from what we are! The teacher who is careless about her own manners cannot hope to teach effectively good manners in others. Gratefulness is the key-note of humility, and we cannot serve God without humility of soul. Read the 8th chapter of Deuteronomy through. It summarizes the gracious dealings of God with his people during the desert wanderings, and shows how necessary it many times became for God to humble them, to remind them to be grateful for his blessings! Note that gratefulness, as God prompts it, means more than just a verbal: Thank you! It means a keeping of his commandments, a loving submission to his will! It doesn't mean that God is like some humans we know, who demand subservience and patronizing from those they in some way have favored and helped. Oh, no! God has blessed us unstintingly ever! He continues to bless even the most forgetful of

his children. But, just as surely as you sicken and die when you fail to keep the laws of good health, so you will meet failure and lack of joy when you break the spiritual laws. Ingratitude,—forgetting our dependence upon God and inter-dependence of men upon their brothers—is the breaking of spiritual harmony. "Blessed are the meek: for they shall inherit the earth."

The Lesson Approach: Sing: "God Will Take Care of You!" Then review the list of blessings that have come to us through God's loving care. These blessings have come to us in many ways, and through many persons. Some have come to us in direct answer to prayer. Others have come to us quite without any effort on our part. We haven't even asked for them! Do we ever stop to think how many folks we owe "thanks" to? Let the children enumerate those who serve them, and to whom they owe their gratitude. How often do we thank mother for all she has done for us? And father? And teacher? And the people who serve us in various ways—who bring the milk and the bread and the ice and other foods to our doors, who deliver our letters, and haul our coal, and make our clothes, etc., etc.? People are working hard all over the world that we may have the things we need for comfort and health and joy. And God is working hard—working all the time in his wonderful work-shop, *Nature*. He

sends the dew and rain, the sun and the wind, to make things grow. He gives the seeds and the growing things life and energy to supply us with food and clothing and every needful thing. Suppose you had spent a whole morning helping mother do some work, and she would not even smile at you, or say a word that she was pleased? How would you feel? Of course, we can't imagine our mothers doing that! But if it could be possible, how would you feel? And then, if she should say: "I don't think I want to make any supper for you, or give you clean clothes, although I know you have been a good boy or a good girl and helped me", what would you think? I believe you'd feel so badly that you'd weep! Yet, there are boys and girls whom God has always been so good to, given them food and clothes and mother and daddy and sisters and brothers and schools and heaps of good things, who never thank him, and who never try to do anything for him! Are you one of those ungrateful children?

THE PRAYERTIME

Children, thanksgiving is part of prayer. It is an acknowledgment in our prayer of God's goodness to us. As we pray that God's will may be done on earth, as it is in heaven, we may thank God that it is possible for his will to be done and that we may do it! And then let us live out the spirit of our prayer, that our lives may show how much we feel our gratitude to God. Let us pray now: "God, our heavenly Father, thou art very good to us. Forgive us for not thinking about thy goodness as much as we should. Thou art all the time doing good to us. Sometimes it may not be just what we have asked thee for, but we know that what thou doest for us is best. We want so much to show thee *our* gratitude by being good and by helping *thy* will to be done on earth. Help us to keep thy commandments. Forgive us for all the wrong we do and the blunders we make, and help us to be patient and thoughtful and gracious toward our fellow-men—toward all the people we have to do with everywhere. We are so glad for all thy blessings! We praise thee with grateful hearts, and serve thee with willingness and joy! Amen."

THE LESSON STORY

When we talked about God's care, we learned the story about the wonderful white

bread that God gave his people when they journeyed in the desert in that long ago time. I wonder if any boy or girl remembers that story to tell it now? Let the child who recalls it, tell it. Or "draw" it out (by questions) from all the children. Then remind the children how God's people got to complaining about the bread that God had given them, and how they murmured against God and their leader Moses, until God had to send them punishment to humble their hearts. But, in to-day's lesson story we have the picture of sweet content, as Moses talks to his people about being thankful to God. Then let the children retell the lesson story. The lesson memory verse concludes it, and should be given in unison.

THE MEMORY WORK

Let each child repeat the topical memory verse. It is easy to learn and self-interpretive to the child. Tell the children that as we have come to the conclusion that the best way of showing God our gratefulness is to keep his commandments, do his will, we will want to know some of his commandments. In the long ago time, when God's people were in the desert, God gave them many commandments, revealing his will for them. But most of them—yes, we might say, all of them—could be summed up into ten short verses, that they could easily remember, for they could count on their fingers as they tried to think of them, if that would help—one, two, three, four, five, six, seven, eight, nine, ten! You know, how easy it is to count to ten as we hold up our fingers. Well, we, too, shall learn the *Ten Commandments*. We won't try to learn them all at once, but one or more at a time, as we go along, until we know them all. This is the first one: "I am Jehovah thy God. Thou shalt have no other gods before me." Then drill the children on the First Commandment. And follow this by singing for them the lesson group song, letting them hum to the melody of it.

HOMEWORK

Assign next Sunday's lesson for home study. It is a long story, but with mother's help, it won't be so hard to learn! Explain the words: "refuge", "strength", and "present help", that occur in the memory verse, and pronounce them distinctly for the children and with the children. (Not long ago your editor heard quite a big boy very innocently recite this verse in the following

fashion: "God is our refuge and strength, A week-days about to-day's lesson, and remember to thank God every day for daily bread your little pupils also to think during the and all good things!

Illustrative Material: The lesson picture is interesting. Pictures of "little children, saying grace, In every Christian kind of place", are also valuable additions to the lesson illustrative material. Beautiful landscapes, with brooks of water, fountains and springs, valleys and hills, grain fields and fruit trees, are pleasing to show the children during the telling of the lesson story.

Suggested Hymns: The lesson group hymn.
"A Thought of Gratitude", No. 135, Songs for Little People.
"Autumn Day", No. 101, Songs for Little People.
"Morning Hymn", No. 2, Songs for Little People.

LESSON 22

Theme: THANKSGIVING

THANKSGIVING FOR HELP IN TROUBLE

The Bible Text: Exodus 15: 1-21.

The Topical Memory Verse: "Oh give thanks unto Jehovah, for he is good."

The Lesson Memory Verse: "God is our refuge and strength, A very present help in trouble." Ps. 46: 1.

Extra Memory Work: The First Commandment.

The lesson group song.

To the Teacher: Ever since the day when Eve and Adam yielded to temptation in the Garden of Eden troubles have heaped themselves on mankind—troubles large and small, troubles that have been within man's reach to overcome and troubles that have not been conquerable with less than Divine intervention. The children of Israel were used to trouble at the time of their exodus from Egypt, but nevertheless at each new looming up of trouble, they seemed helpless and confused, their faith commenced to waver, and their lips to murmur! Miraculously had they been released from their bondage under Pharaoh only to meet, after a short journey out of the land of thralldom, with one of the gravest dangers of their entire desert wandering. Read Exodus 14. They marched from many directions—from Memphis and Tanis and Tel es Maskouteh—to the gathering place, Succoth, and thence to Etham, along the edge of the wilderness. If an enemy should follow them, there was here no way of escape except into the Red Sea. And yet, the Pillar—fiery by night and cloudy by day—God's compass for their journey—had led them into this plight! Dear teacher, if you and I, as we face life's troubles, many times real serious ones, could really fathom this mystery—that God seems to have led us into the trouble as we have obeyed his orders in the path of duty—perhaps we, too, could enjoy the calm that did the soul of Moses that night in the dangerous pass before the Red Sea.

So long as no enemy was in sight, the danger was only prophetic, propensitive. But we may well imagine the terror that arose among the encampers, when one evening, the

setting sun revealed to them the outline shadows of horses and chariots and spears rising above the horizon on the sand hills toward the west! What a thankless task was Moses? But in secret he cried to God (see vers 15), and God revealed to him the means of escape from the enemy. Then came the delivery! The Israelites must be gotten out of their trap! Then the first miracle happened to assist them—the Fiery Pillar moved from its accustomed place before them, to shield them from behind. The pursuing Egyptians faced a mysterious thick darkness which they dared not try to penetrate, while the Israelites began and worked all nights in light to load their beasts and get into marching order. Then happened a second miracle!

When at last the Egyptians, perhaps through their scouts, learned what was happening beyond the pillar of darkness—darkness to them but light to the children of Israel—they tore through it and rushed after their fleeing slave people, rushed into the sea-bed! Again God's will ruled his handiwork, the pursuers already confused and struggling in the rainbeaten, muddy sea-bed, were caught by the returning waves. The Children of Israel, safely over on the opposite shore of the Sea, must have looked on with horror. And then, when the last of their enemies disappeared, it dawned upon them what this deliverance had meant. They had gone down into the Sea a horde of terrified slaves and come out of it a delivered—a free people, ransomed out of trouble by their God. Is that the thought that St. Paul had in mind, when he wrote to the Corinthians in the 10th chapter of his first letter to

them: "They were all baptized unto Moses in the cloud and in the sea." They had not been saved through this great tribulation by any heroism of their own. No wonder they sang with Moses and Miriam: "Jehovah is my strength and song, And he is become my salvation!" "Sing ye to Jehovah for *he* hath triumphed gloriously!"

The Lesson Approach: The troubles of little children are usually not great ones. But they seem big to them. Some times, as with us grown-ups, troubles are imaginary, and some times very real. Let the children talk this through with your guidance. We must bear in mind that troubles are present in our world. We cannot deny them. We must meet them, we must cope with them. But we cannot do it alone. Let the children recall the prayers of Daniel, of Ezra, of Hezekiah—all prayers for help in times of trouble. Do we pray for help in times of trouble? And when we have been helped, do we thank the helper? Do we thank mother and daddy and teacher and doctor and the many others who help us when we are sad, sick, find our lessons hard, etc., etc. And most of all, do we thank God?

THE LESSON STORY

To-day's lesson story tells us about the thanksgiving time that God's people had after being helped out of a very serious trouble. We have talked about our troubles, and about the help we have gotten to pull through them, and about how glad and thankful we are to God and to the people who have helped us. But this trouble, from which God's people in the long ago time were rescued, were helped, was much bigger than any trouble you and I, or our people, have ever had. And now you may tell me the

story about it and about the wonderful way in which God helped his people and about their songs of thanksgiving. Then let the children "build up" the lesson story together.

THE MEMORY WORK

Let each child repeat both the topical and lesson memory verses. Then teach the lesson group song. Tell the children you would like to hear them sing it as they feel certain Moses and Miriam and God's people would have sung it in that long ago time when they had crossed the great Sea! Full of gladness—life and breath!

THE PRAYERTIME

Pray for the children: "Dear heavenly Father, we thank thee for letting us have this lesson to-day—this lesson about thanksgiving for help in a time of trouble. May it ever remind us of thy goodness and thy power and thy glory. May we ever feel in our hearts that thou art Jehovah, our God, and that we never, never will want any other god but thee. We thank thee for all the help and care that thou hast given us. Little as we are, we feel that thou art our refuge and strength, a very present help in trouble. Amen."

HOMEWORK

Read next Sunday's lesson for the children and assign it for study at home. Explain the word "supplications" in the lesson memory verse. Remind the children to think and act in thankfulness toward God and mother and daddy and everyone to whom they owe gratitude—week-days as well as Sundays!

Illustrative material: The writer would not use the lesson picture in connection with this lesson. However there can be no serious objection to using it, but do not dwell upon the gruesome drowning of the Egyptian soldiers, if you do use it! With all respect for the artist's conception of it, it is difficult to interpret on canvas or paper a dramatic miracle like the Crossing of the Red Sea so as to make it an adequately helpful picture, illustrative of the Bible Story.

Suggested Hymns: "All that Has Life and Breath, Sing to the Lord."
"The Father's Care" (3rd stanza), Songs for Little People.
"God Will Take Care of You."

LESSON 23

Theme: THANKSGIVING

THANKSGIVING FOR ANSWER TO PRAYER

The Bible Text: Luke 18: 35-43

The Topical Memory Verse: "Oh give thanks unto Jehovah, for he is good."

The Lesson Memory Verse: "I love Jehovah, because he heareth my voice and my supplications." Ps. 116: 1.

Extra Memory Work: The First Commandment.

The lesson group song.

To the Teacher: To-day's lesson is a story from the Gospel pages, from the pen of St. Luke, and gives us one of the little wayside happenings in the ministry of our Lord Jesus, on that eventful journey "when the time was well nigh come that he should be received up" and "steadily set his face to go to Jerusalem." Wandering down from Galilee to Jerusalem were thousands of pilgrims on the way to the Passover Feast. From the cross roads poured into the main highway to Jerusalem, down the Jordan Valley, Jews from all the corners of the world on their yearly march to the Holy city. Many of the pilgrims were talking about the Prophet from Galilee. He was famous indeed! But few understood him! Even his own disciples had not yet learned to know him and his great mission on earth. One evening, as Jesus and his company were nearing Jerusalem, the mother of two of the disciples came to him with a prayer. It was a prayer of ambition, you will recall, and you remember the answer it received.

The next day a blind beggar by the roadside asked Jesus to have mercy on him, and Jesus heard his prayer. The beggar received his sight and his heart was filled with thanksgiving.

The Lesson Approach: Sing together with the children: "Lord, Teach a Little Child to Pray" (the prayer group lessons' song). Then talk about prayer, reviewing the prayer lesson subjects, going over them rapidly, asking the children questions that will bring out and sum up the main points

of each lesson. And in close connection with each lesson, and the answer to prayer that manifested itself in each instance, point to the spirit of thanksgiving that necessarily must rise within the human soul because God answers prayer. Let the children tell you about answers to prayer that they have experienced—answers to requests that they have made of mother and daddy, of teacher and others, and then of *God himself*. How have the children felt in their hearts when their prayers have been answered? Glad, yes very glad! And grateful! The two: "G's"—standing for glad and grateful! One of the most grievous faults of mankind is his forgetfulness to be glad and thankful—glad and grateful! Little children, who early learn the lesson to be glad and grateful, are pretty sure to have a happy life.

THE PRAYERTIME

Children, prayer and thanksgiving are "twins"—when we talk to God every day we ask him for blessings and we thank him for blessings. The two things are together—hand in hand. You remember how we do it in the prayer that Jesus taught us. We begin by talking to God as a Father and praising his name. Then we ask him for certain blessings that we need for happiness and health and goodness. And then we close the prayer by again praising him—his power and glory, that shall last forever. Praise is thanksgiving—it sings out, or tells out, our grateful spirit. Let us pray and praise: "Dear God, our heavenly Father, we give thanks unto thee, for thou art

good. We love thee, Jehovah, because thou hearest our voices and supplications. Many are the times thou hast heard us and answered our prayers. And thou carest for us day by day. Help us always to feel that gladness and gratefulness in our hearts for answered prayer, that we may, like the blind man who received his sight, follow Jesus and praise thee. We ask it in Jesus' name, who taught us to pray: 'Our Father, who art in heaven, etc.'

THE MEMORY VERSE

Teach the lesson memory verse, explaining the difficult word: "supplication." We love folks who will listen to us with understanding hearts. Especially is this true when we have been in trouble and asked help and received it.

THE LESSON STORY

We love those who love us—love is so wonderful, that it compels love. We love mother and daddy because they love us, have always cared for us, helped us, forgiven us, understood us, no matter whether we deserved it or not. That is the way God loves us—only even more so than mother and daddy love us. And to show us how deeply he loves us, God sent Jesus to earth in that long ago time to live among

men and help them. And when Jesus was here among men, the people crowded around him wherever he went to ask him for help and understanding. In to-day's lesson story we find it that way. But often the people whom Jesus helped forgot to be grateful, forgot to be thankful. In to-day's lesson story we find that the man who had been helped did not forget to be grateful. No, we find a man who was wonderfully glad and thankful because Jesus helped him. How many of you can tell the story? Then let the children tell the story, incident by incident, as they have learned it from their books, or from the Bible text, if perchance mother has helped them learn it from its source. Close the story period by singing heartily: "All that Hath Life and Breath, Sing to the Lord!"

HOMEWORK

Prepare next Sunday's lesson for home study. Remind the children to keep studying the "extra memory work", too—the First Commandment, and the lesson group song, for the next Sunday closes the "Thanksgiving Group" of lessons and we must be able to know all the memory work that has gone with it. Also, encourage the children to gratefulness in their week-day living—to be thankful and glad for all the blessings that come to them.

Illustrative Material: The lesson picture is especially beautiful. Be sure to take time to talk about it. Note the wonder in the faces of the onlookers, and the faith that shines in the face of the man, receiving his sight.

Suggested Hymns: "All that Has Life and Breath, Sing to the Lord."
"Father, We Thank Thee", No. 13, Songs for Children.
"For Jehovah is God", No. 137, Songs for Children.

LESSON 24

Theme: THANKSGIVING

A THANKSGIVING OFFERING

The Bible Text: Gen. 8: 20-22; 9: 8-17.

The Topical Memory Verse: "Oh give thanks unto Jehovah, for he is good."

The Lesson Memory Verse: "With free-will-offering will I sacrifice unto thee; I will give thanks unto thy name, O Jehovah, for it is good."
Ps. 54: 6.

Extra Memory Work: The First Commandment.
The lesson group song.

To the Teacher: You know so well the story of the flood, and the saving of Noah and his family from the destruction that met the rest of the world, that we will not discuss it here. But merely comment a little upon the "new beginning" that began when the flood tides had subsided, and Noah and those that were with him in the ark came forth to start from afresh upon life. It is a glorious "beginning", for it commences at the "family altar"! What a beautiful lesson to Christians the world over. And it was not merely a chant of thanksgiving—that family altar—but a place of "offering", of sacrifice unto God. Thanksgiving is not truly vital until it expresses itself in sacrifice. The spirit of true sacrifice can be impressed upon the child mind very early in life. The imitative child should be given the lessons in the active lives of those around him—in his home, in school, in Sunday school, on the playground, in the community life. This is a gigantic problem to the conscientious Sunday school teacher. How can she so influence the homes of her little pupils, that they may in them find the atmosphere of real thanksgiving? What can she do in the life of the community at large that will help to make environment fit for the right influences upon child-life? Be a Noah! Live like he did—and surely God will encourage us with a rainbow of promise!

The Lesson Approach: Sing together: "All That Has Life and Breath, Sing to the Lord." Indeed, you might have a short praise service during this pre-lesson time, and let the children sing all the songs they have learned so far during the term's lessons. Songs are "stories" set to music, and

should be indulged in the same gladsome spirit and with the same intelligent direction as the retelling of the lesson stories. Or, if you prefer—rather than a praise service—tell the children concisely the story of the first Thanksgiving in America. Especially appropriate would this be if the lesson for to-day comes in close proximity to Thanksgiving Day.

THE MEMORY WORK

Let the children repeat in unison the topical memory verse. Then let each child repeat the First Commandment. Commend them for knowing it. Follow this by teaching of the lesson memory verse, which while long is not difficult to master. Talk about the meaning of "free-will-offering." Children are given the money they put in the offering-box in Sunday school. They give it because they are given it to give. But sometimes little boys and girls give of their own free-will money that has been given them for other purposes—for candy, or for the savings bank—give it to the Lord, to his missions. That is a free-will-offering—a sacrifice. And a beautiful way to show the gratefulness that is in the heart unto God, who is the giver of all blessings, who is good!

THE PRAYERTIME

Pray: "Dear God, our heavenly Father, thou art Jehovah, our God, and we will have no other gods before thee. So much do we, thy little children, love thee, and thank thee for all thy loving care and goodness to us, that we long to show thee our grateful-

ness. Teach us to thank thee fittingly. Help up to give thee our free-will-offerings, and give them gladly. Help us to give ourselves unto thee, to be obedient and helpful and kind an good. We ask it all in the name of Jesus. Amen."

THE LESSON STORY

We have learned in our lessons on Thanksgiving, how God's people were thankful for daily bread, and for help in times of trouble; and how a blind man praised God because Jesus, God's Son, gave him sight. The song of praise that Moses, and Miriam, and God's people in the long ago time sang unto Jehovah was a beautiful song. The praises that the beggar, who had been given his sight, shouted to God were beautiful. But in to-day's lesson, we shall learn of an even more beautiful way of showing God the thankfulness that rises in the heart of men, when they have felt and understood God's wonderful care. It is the story of a Thanksgiving offering — a gift of thanksgiving. Thanksgiving, you see, really means a giv-

ing of thanks—not only a saying or a singing of thanks! I wonder if _____ (call upon one of your little pupils) can tell us this story of a Thanksgiving offering? And I shall expect _____ and _____ and _____ to be especially listening and ready to help _____ tell the story to the rest of us. For I believe they have learned it very well during the past week.

HOMEWORK

Prepare the children for the beginning of a new group of lessons. Thanksgiving Time is a happy season, but a still happier season comes not many weeks after Thanksgiving. Let the children guess what season you mean. Tell them that the lessons of the next lesson group lead us to that happy season, and encourage them to learn the lesson story for next Sunday, its memory verse, and the new topical memory verse. Also urge the boys and girls, to make *free-will* offerings because they are truly thankful unto Jehovah. Ask them to talk to mother about it.

Illustrative Material: Follow the telling of the lesson story by a discussion of the lesson picture. Let the children tell, too, about rainbows they have seen, and describe them; tell the colors of the rainbow; go to the black-board and draw a rainbow, each child drawing in one of the rainbow colors, picking the crayon from your chalk-box. Then let the children repeat God's promise of which the rainbow stands as a symbol.

Suggested Hymns: All the "Thanksgiving" Songs the children have learned. An Offering Song, No. 90, Songs for Little People.

LITTLE SWALLOW-WINGS' FIRST THANKSGIVING DAY

(A Missionary Story).

Swallow-Wings! What a beautiful name for a little girl! We would be likely to think it a very queer name for a little white girl, who lives in Chicago or New York or our own town. But, for a little red-skinned girl, with dancing black eyes and straight, smooth, shiny, black hair, who lived among her own red-skinned people in a wild part of northwest America, it was a very pretty name indeed. Swallow-Wings was a little Indian girl. Her mother, whose name was Bead Blanket, had many children, but Swallow-Wings was next the youngest. The youngest was a little papoose, and Bead Blanket carried him around in a queer look-

ing cradle, made of buffalo skin. Sometimes when she had work to do out of doors, she would hang the cradle, with the little baby—for papoose means baby—in it, on the branch of a tree, where it would rock in the wind. And Bead Blanket and little Swallow-Wings called the baby Evening-Wind, for when the sun was set and the gentle breezes of the evening rocked the cradle on the tree branch, the little papoose went sound asleep, no matter how much he had cried in the daytime.

Swallow-Wings and all her people lived in a little house that was just as queer as Evening-Wind's cradle. It was coneshaped

tent, and its sides were made of animal skins. Bead Blanket had made it herself. She had chopped down a tall tree and made poles of it to hang the skin on. She had



The Home of Swallow-Wings

prepared the animal skins, after her husband Fleet-Eagle had killed the animals for her, and she had sewed the skins together and painted queer looking figures on them. There was a hole in the top of the tent, where smoke and bad air could get out, and an opening in the front of it for a door. But, it was not always a comfortable place to live in, for the rain and snow could get in and the winds could shake it and it would sometimes be cold and damp inside. Everybody just sat on the door and slept on the floor, which was really no floor at all—only mud with some dried leaves and pine needles strewn around for a carpet.

Bead Blanket had to work very hard. Fleet-Eagle did only what he called the big things, like hunting and fishing and fighting! And these he did only when he felt like it. Most of the time he sat in the shade of the trees or by the side of his queer house and smoked a long pipe, while Bead Blanket and the girls of the family did the gardening and farming and cooking and chopping of wood and carrying of water and sewing and many, many other

things. And Swallow-Wings and her sisters gathered reeds and grasses from the marshes and made many beautiful baskets and rugs of them, which they sold to the white traders in a town not far away.

Swallow-Wings was only a very little girl, but she was always busy and happy. Her greatest happiness was to watch little Evening-Wind as he swung in his cradle from a tree branch.

But one day little Swallow-Wings was very, very sad. So were all the others in her family. Little Evening-Wind was very ill. He was too ill even to cry. He just hung in his cradle and looked as if he could breathe no more. Fleet-Eagle had sent for the Medicine Man. And the Medicine Man came and danced some wild dances before a big fire out under the trees and he made ugly noise and beat about him with sticks. For he wanted to frighten away all the evil spirits. The Indians believe in all sorts of spirits—the sun-spirit, the moon-spirit, the wind-spirit, the stone-spirit, the tree-spirit, the river-spirit, and many, many more. And when someone is sick there is sure to be an evil spirit around, who wants to chase the sick person to the Happy Hunting Grounds, for that is the name the Indian has for heaven.

But poor little Evening-Wind did not get any better. The next day a beautiful white lady, who was called the missionary-lady up in the little town not far away, came down to Swallow-Wing's home on her pnoy. Somehow the missionary-lady had heard about the little sick baby. When she saw Bead Blanket and Swallow-Wings and all the others looking so sad, she talked very softly and very kindly to them. They were all surprised, for the Medicine Man had fairly screamed when he talked to anyone. After awhile she went to the little papoose's cradle and smoothed down his blanket and gave him some medicine that she had in her bag. Then she bathed his little head with something cool that she had in a bottle and she sat awhile by his cradle and sang softly so that he went to sleep. Little Swallow-Wings crept up close to the cradle, too. She wanted to hear what the missionary lady was singing. It was about Jesus. Little Swallow-Wing had never heard anything so beautiful before.

And for many days thereafter the missionary lady came to Swallow-Wing's home. Under her care little Evening-Wind grew well again. Swallow-Wings and everybody

in her home were so happy. And they had learned about Jesus, too. Bead Blanket wanted to believe in him, but she feared that Fleet-Eagle would not like it. For Fleet-Eagle was a great man in his tribe and the Great Spirits had been very favorable to him, she told the missionary lady.

But little Swallow-Wings believed in Jesus. She told the missionary lady so one day when she followed her a piece of the way toward town. And the missionary lady taught little Swallow-Wings how to pray to the true God and how to thank him for his goodness, for it is he who cares for us and favors us with health and all good things.

When little Evening-Wind was well again, Fleet Eagle made a great festival and called together all the people of his tribe and they built a great fire on a hillside close by the tent-house, and they danced around it and shouted with glee, for they were glad that the good spirits had come back again to the

home of Fleet-Eagle and little Evening-Wind had been made well.

And while they danced and shouted around the fire, little Swallow-Wings went away by herself into the woods and built a little fire by a stone and got down on her knees and thanked the true God, who is the Great Spirit of all the world, because he had sent the beautiful missionary lady to her home to help make little Evening-Wind well. The missionary lady had not told Swallow-Wings to build a fire when she worshipped the true God, but little Swallow-Wings thought that it was a nice way to do. You see everything about worshipping the true God was very new to her. But she was so happy in her heart because she had found him and she wanted to pray to him and to think of him with all her heart in every way that she could.

It was a real thanksgiving day for little Swallow-Wings!

LESSON 25

Theme: "UNTO US A CHILD IS BORN"

THE PRINCE OF PEACE PROMISED

The Bible Text: Isaiah 9: 1-7.

The Topical Memory Verse: "He loved us, and sent his Son." 1 John 4: 10.

The Lesson Memory Verse: "Glory to God in the highest, and on earth peace among men in whom he is well pleased." Luke 2: 14.

Extra Memory Work: The Ten Commandments: The Second Commandment: "Thou shalt not make unto thee any graven image, nor any likeness of anything that is in heaven above, or that is in the earth beneath, or that is in the water under the earth: thou shalt not bow down thyself unto them, nor serve them."

To the Teacher: It is human to be interested in promises and forthtellings. When these come from sincere hearts, whose motives are righteous, they are truly history in advance, for the righteous are in league with The Righteous One, and promises to them are sacred and forthtellings without the bounds of speculations and within the realms of truth. Prophets are those human hearts and minds that can "see" God's eternal law of righteousness and love always, and see that nothing else in the whole universe is worth comparing with God's righteous love. Prophets are more important to the world than rulers, because righteousness is more important to mankind than power. And the history of Israel stands a beacon proof of this to all the world. For in the days of her "national existence" no kings were as important to her life as her prophets. And when she ignored or persecuted them, she underwrote her doom as a nation.

The prophet Isaiah was the greatest of the prophetic preachers of his time. He was of royal birth, Jewish tradition maintaining that his father Amoz was a cousin of the leper-king, Uzziah. His call of God to be a prophet is nothing short of miraculous, and that he then was given a vision of the great righteous and loving heart of God that never left him for a moment during his long and useful life in God's service, his own writings bear witness of.

Isaiah saw both prosperous and desperate times in his country. He lived to influence

several of its kings. With the prophet Micah, his contemporary, he was adviser to the good king Hezekiah, and the great reformation which Hezekiah instituted in Judah during the first year of his reign, was surely set about through the influence of Micah and Isaiah. And one wonders how much Isaiah, especially, might have had to do with the work of Scripture collecting and writing and preserving that were done in Hezekiah's reign? We know from ancient Jewish history that work of such nature was done at that time (for instance, look at the heading that foreruns Proverbs 25th chapter). Isaiah was also a statesman of fine ability. In his political views he was always against any Jewish alliance with Egypt. He foresaw God's use of the Assyrian "rod" to punish Judah, as it had punished the Northern Kingdom. But he also saw into the farther future, how God would pour his indignation over the "stout heart of the King of Assyria." And still farther did Isaiah perceive. A time would come, so he promised his people, when God would send them a King, who should be more than any king they yet had had—a king at once a ruler and a prophet and a priest—a King: "Wonderful, Counsellor, Mighty God, Everlasting Father, Prince of Peace!" Isaiah knew in his heart that the God, whom he had seen in the Temple in that vision on the day of his conversion, would some day descend to earth in human form to reveal to man the eternal heart of righteousness and love. And

beautifully he tells the tidings — the glad Gospel — in that immortal poem in the 9th chapter of the book that bears his name. We speculate about the reception of that prophecy in Isaiah's own day. Few of his people heeded it, if history is a gauge of its acceptance. But to the saints of the Christian era, Isaiah's foretelling of the advent of the Prince of Peace has its perennial charm and undying message. To you and me it should be ever a new impetus to teach the "blessed promise" and its fulfillment to little children, the saints and prophets of to-morrow.

The Lesson Approach: Make a rapid review of last Sunday's Thanksgiving lesson. God looked with favor and joy upon Noah's thanksgiving and made a *promise* to Noah and his children and all who should come after them on earth. God's promises are always sacred—true and holy. God's Book, the Bible, is full of *promises* to those who love him.

To-day's lesson story tells us about one of them. It was written down in God's Book by the prophet Isaiah. Does any little boy or girl remember in what connection we have heard about the prophet Isaiah in our lesson before this? (Perhaps some one may recall the story of Hezekiah's prayer for recovery from illness. Turn to the picture for Lesson 17—that will help the children to recall the story. Commend the children who remember it, and let them tell what Isaiah did in connection with that incident—the incident of Hezekiah's illness and recovery). You remember that God not only let Hezekiah live 15 years longer, but he also saved the king and his people from an enemy that threatened their land. By that we may realize that king Hezekiah's time was a troublesome time. There were wars and troubles of many kinds. Yes, the times were dark. And while Hezekiah was a good king, there had been other kings before him, and other kings followed him, who were wicked and did not fear the true God. So God's people truly did not have a very happy time in that long ago time.

THE LESSON STORY

What did the people long for in that long ago time, when the prophet Isaiah lived and preached? Were the people themselves always good? How did God show his people that he cared for them and wanted them to love and obey him? Tell me about the very

glad promise that God gave to his people through his messenger, the prophet Isaiah. In much this fashion question out the lesson story from the children. When they have told the story in the simplified language of the story-book, tell them that you would like to read to them the words of this beautiful promise of the Prince of Peace, as they are written down in poetry in God's Book. Tell the children that some day, when they are in the higher grades in the Sunday school, they will have the privilege of learning this poem by heart. And when they are grown-up, you venture to say, it will be one of their favorite Bible memory gems. Then read Isaiah 9: 1-7 to your class. Read it distinctly and expressionful, as if you were reading something that moved your own soul by its great beauty. The children will not understand all the words, nor the sense of it, but they will enjoy it, if it is read impressively, as they would a beautiful selection of music. And they will indirectly learn to love it.

THE MEMORY WORK

Teach both topical and lesson memory verses. "He (God) loved us, and sent his Son." Therefore, "Glory to God in the highest, and on earth peace among men in whom he is well pleased." It is *God's love* that unites — bring together — heaven and earth. Have the children discuss among themselves the kind of people—men and women, boys and girls—in whom God can be well pleased. Add to their conclusions that you are certain, too, that God is pleased with folks who "have no other gods but (before) him", as we learned in the *first* of the Ten Commandments. To-day we shall again begin to learn the *second* Commandment. Then teach the Second Commandment, explaining carefully its meaning. Pray together the Lord's Prayer, and sing: "God Will Take Care of You."

HOMEWORK

In a few weeks' time Christmas will be here. So we are going to learn some lessons that will prepare us for that wonderful celebration — lessons that will prepare our *hearts* for that time. Then read and assign for home study the lesson about the birth of Christ's Herald, and encourage the children to talk with mother about the Prince of Peace and God's promises concerning him.

Illustrative Material: The lesson picture, showing the prophet Isaiah on a hillside overlooking Jerusalem, is a beautiful one. Isaiah knew the "heartaches" of those who dwelt in that city. But he knew, too, the great Father heart of him who is in heaven. And he longed to bring the message from the Father heart to his poor, erring, despondent people. Can you make the picture tell this story intelligibly to your little pupils?

Suggested Hymns: "God Will Take Care of You."
"Crusaders' Hymn", No. 35, Songs for Little People.
"God Make My Life a Little Light", (1st, 3rd and 4th stanzas), No. 31, Songs for Little People.

LESSON 26

Theme: "UNTO US A CHILD IS BORN"

THE BIRTH OF CHRIST'S HERALD

The Bible Text: Luke 1: 1-23; 57-59.

The Topical Memory Verse: "He loved us, and sent his Son." 1 John 4: 10.

The Lesson Memory Verse: "Thou shalt go before the face of the Lord to make ready his way." Luke 1: 76.

Extra Memory Work: The Second Commandment.

To the Teacher: Read Malachi 3: 1-6; Matt. 3: 1-17; 11: 2-15; Mark 6: 14-29; Luke 1st chapt.; 3: 1-20; 7: 18-29; John 1: 15-37; Matt. 1: 13.

What Martin Luther was to the religious life of the sixteenth century A. D., John the Baptist, the lonely monk of the desert regions of the Dead Sea, was to the declining years of Jewish orthodoxy—the dark ages or the ancient world, that immediately preceded the coming of Christ. He is the first great character upon the stage of New Testament history, and to him has been paid one of the greatest tributes of all ages. It was paid him by the Master himself. It would require pages to write about the character and life-work of the Baptist. But you may read for yourself in the Bible citations mentioned, in brief the biography of him, whose physical life was "close to nature", and spiritual life "close to God." It is especially significant that John was "close to God" from his childhood up. Indeed, the advent of the Herald was like the advent of the Prince Himself, in that God by his Holy Spirit and by Angel message prepared the way for his coming. With care did God choose his heritage. Well might modern advocates of eugenics take notice!

The Lesson Approach: Many years passed after Isaiah—the prophet Isaiah—told his people about God's promise to them, the promise of a Prince of Peace. Children, let us repeat last Sunday's lesson memory verse, and as we do so, think carefully about the kind of men, of people, to whom God can send peace! Repeat the verse. What kind of men shall have peace? Yes, those in whom he (God) is well pleased. Then let

the children recall from last Sunday's discussion the qualities of such men. Children, folks are not—most of them—pleasing to God. They do not think and speak and act as would please God, many, many times. Yet they long for peace, for that feeling of joy and content and happiness that God has promised. That is true in our time, and it was true in the long ago. So in that long ago time, yet many years after the prophet Isaiah had spoken about the coming of the Prince of Peace, God sent another messenger to his people to try to help them become the kind of folks in whom God could be well-pleased and thus bless with his good will. This messenger was to be a herald—one who *goes before* to tell about the *Coming One*. He needed to be especially good and brave and strong. So God chose him very carefully. *God chose him before he was born*. And to-day's lesson story tells us how God chose him.

THE LESSON STORY

Hang up the lesson story picture before the class and wonder if any little boy or girl can tell the story represented in that picture,—the part of the lesson that tells about the angel's message to Zacharias. Then call upon another child to tell about Zacharias' amazement concerning the message, and about Elizabeth in her home, praying God for a little baby. A third child may tell the "happy ending" of the story.

THE MEMORY VERSE

After the lesson story, the memory verse will be quite intelligible to the boys and girls.

Let each child repeat it and tell the children that it was part of the song that Zacharias sang after John was born. The first part of the verse was: "Yea, and thou, child (meaning the baby John), shalt be called the prophet of the Most High"; and then our memory verse follows: "For thou (meaning the baby John, too) shalt go before the face of the Lord to make ready his ways."

HOMEWORK

Read next Sunday's lesson to the children and encourage them to study it during the week, thinking as they do so about making their own hearts ready for Jesus. Soon Christmas time will be here. Everyone is getting ready for Christmas, making and buying gifts, and rehearsing for the Christmas festivities in Sunday school and home.

Suggested Hymns: "God, Make My Life a Little Light."

"We Are Come With Joy and Gladness", No. 207, Hymnal for American Youth.

But the *happiest* secret of getting ready for Christmas is the "making ready of one's heart" for Jesus to "live there." That means getting rid of ugly thoughts and speech, and do true, loving service. It means asking God to *forgive* sins and keep us from temptation. And all that is *homework*, just as surely as studying our lessons is homework!

THE PRAYERTIME

Lead the children's thoughts in prayer, emphasizing in your spontaneous petition to God the desire of yourself and your little pupils to be heralds for Jesus—to be *worthy* bringers of the message about him to folks everywhere. Close your prayer by a repetition together with the children of the Lord's Prayer.

LESSON 27

Theme: "UNTO US A CHILD IS BORN"

CHRIST'S HERALD COMES FORTH

The Bible Text: Luke 3: 1-18.

The Topical Memory Verse: "He loved us, and sent his Son." 1 John 4: 10.

The Lesson Memory Verse: "Behold, the Lamb of God, that taketh away the sin of the world." John 1: 29.

Extra Memory Work: The Second Commandment.

To the Teacher: The Baptist was as startling to his time and environment as Elijah in the wicked King Ahab's time. Little wonder the Pharisees, who represented a political traditionalism, and the Sadducees, who were openly in favor of acquiescence to the Roman conquerers' program, should fear him, as they saw his spectacular championing of the poor and heard about the new order of things that he was prophesying as "close at hand"! John, who, in spite of the gentle upbringing that he had had in the home of a priest—a home of quiet piety and culture—displayed such vehemency of spirit and language and was so utterly fearless in his utterances, dared to tell these leaders of his people: "Ye are a generation of vip-ers!"

Near Hebron, John, as already intimated, had around him every pleasant thing that a growing boy could wish for. His parents were veritable saints. There were modest comforts in his home, and social prestige and an easy outlook for the future. But it seems that early in his manhood, John had forsaken all this and gone away to meditate in the wilderness, to live the life of a hermit. He discarded the dress of his class and donned the raiment of the poorest, yes, of the beggar class. He gave no thought to creature comforts. His food was that most easily gotten in a wilderness. It came from the rocks and trees where bees made their homes, and the locusts that infested the wilderness plains. The Holy Spirit dwelt in him. Gradually there seems to have dawned upon him the conviction that the dream of the Golden Age and the Kingdom of Righteousness, that the seers of old had indulged in, was imminently coming true, yes, was at

"the very door." But the Temple with its rites and traditions seemed no place to proclaim it. He must begin to do so in the open. Every wayfarer he met he spoke to. They were impressed undoubtedly and carried the message with them to their friends and others in the towns about the Jordan valley. Soon crowds began to flock out into the wilderness, seeking the strange and eloquent preacher. They were hungry for a message like his. And he fearlessly prepared their hearts for *greater* messages. With undaunted conviction he heralded the Prince of Peace.

The Lesson Approach: Make a short review of last Sunday's lesson, using its lesson picture as a spur. Little children are born into the world to *grow up*. And growing up, they should, if all is well with them, become good and useful men and women. Little John grew up. He had the love of godly parents. Likely his mother and he were especially good friends. Likely she told him about the strange but wonderful things the angel had said concerning him even before he had come to her. And, perhaps, they prayed together—Elizabeth, the mother, and John, the little boy,—that nothing should hinder him from becoming a great prophet. When he grew to young manhood he liked much to live in the great open out-of-door world. So he spent much time in the wilderness country by the banks of the Jordan River. Here it was quiet and he could the better listen to God's Holy Spirit. Then one day, when he was thirty years old, he began to preach. At first, it may be, he spoke to one or two travellers. Then the travellers began talking about

John and his message. And folks began to be curious. They left their towns and journeyed out into the wilderness—the open country where John was. And John preached to them. By and by the people came in crowds. And John preached to them. Now I shall let you tell me *what* John preached. Hang up the lesson story picture and spur the children to retell the story.

THE LESSON STORY

Let the children tell the substance of John's preaching and talk over the meaning of it. Ask them to *whom* John was constantly referring as he said such things as: "There cometh he that is mightier than I." Then ask the children if they can tell *why* the Prince of Peace, Jesus was coming. The topical memory verse tells us. Let us repeat that verse.

THE MEMORY WORK

Merge right into mastering the rest of the Memory Work assignment. The memory verse for the lesson is part of the herald John's message. It was spoken to two young men who one day were with John on the banks of the Jordan River. John saw Jesus, of

the Prince of Peace, coming, and he pointed to him and said to the young men: "Behold, the Lamb of God (God's offering to the world) that taketh away the sin of the world!" Let us learn that beautiful verse, so that we may believe it and tell it to others. And when we believe that memory verse with all our hearts, we will be sure to keep sacred the *Second* Commandment. Let us repeat together the Second Commandment.

HOMEWORK

We are coming nearer and nearer to the time when God was ready to fulfil his "Christmas Promise" to the world. Next Sunday's lesson tells a beautiful story about a message that God's angel brought to earth. It was a message something like the one Zacharias received. But it was directly about the Prince of Peace himself. Prepare the story for home study. Ask the children to engage mother's, or someone's else in the home, help in learning the Christmas hymn: "Holy Night, Silent Night" (and any other Christmas songs that you wish the children to master, being sure to have these songs copied or in printed leaflet form to send home with the children). Encourage *home-thinking* about getting *ready* for the coming Christmas in our *hearts*!

Illustrative Material: The lesson pictures for lessons 26 and 27.

Pictures of messengers of God preaching to congregations.

Suggested Hymns: "God, Make My Life a Little Light."

"Thy Kingdom Come", No. 4, Songs for Little People.

"Just as I Am", No. 160, Songs for Children.

LESSON 28

Theme: "UNTO US A CHILD IS BORN"

THE ANGEL'S MESSAGE

The Bible Text: Luke 1: 26-38.

The Topical Memory Verse: "He loved us, and sent his Son." 1 John 4: 10.

The Lesson Memorial Verse: "Thou shalt call his name Jesus; for it is he that shall save his people from their sins." Matt. 1: 21.

Extra Memory Work: The Christmas Hymn: "Holy Night, Silent Night."

To the Teacher: How simple and beautifully the heavenly Father prepared for his descent among men! "In the fulness of time" it happened. God always fulfills his plans in the strictest harmony with his laws of good. The great Roman Empire was surging with power and affluence. But in one of the little busy villages lived a man and a woman whom the buzz of materialism had little touched. The man worked in his carpenter shop, making tables and chairs, ploughs and oxen-yokes for the people of the countryside. He was a God-loving man, honest and noble, industrious and poor. No ambition to surpass his fellow men in worldly goods seemed to have possessed him. In the other end of the village lived a young woman, working in her mother's house, making bread and spinning flax, drawing water from the village well at eventide. She was gentle and modest and loving and deeply religious. We feel sure, too, that she was beautiful of face and form. The humble carpenter loved her. And she returned his love. He was older than she was, and treated her with almost a fatherly devotion. I can just see how he would meet her after the day's work and talk about his brave hopes and humble plans for the future. And she would help him plan for their home. Both were devout in their religion. Surely they often talked together about the promises of the Messiah. They could be happy in that little home they were planning together in the Roman world, but oh, how much happier it would be, if it could be in a kingdom wherein the faith of their fathers would be revered. And when each went home to their little cottages to rest and dream, I can see how they knelt in prayer to God, their

faces turned toward the Holy City far to the south, praying the heavenly Father's blessing upon their destinies. Then, one day, as the woman prayed, a visitor from the Kingdom of Light and Glory came to her. He had an announcement to make. Yes, it was another promise of the Messiah! But it was a most personal promise to the woman! Fancy her astonishment, her awe, her joy! Read carefully the dialogue between the Angel and Mary, Luke 1: 26-38. Also read Mary's song of praise, Luke 1: 46-55. I believe that Mary herself gave St. Luke this story for his recording of it in the Gospel bearing his name.

The Lesson Approach: Hang side by side before the children the pictures for Lessons 25, 26 and 28. Let the children identify the prophet in the first picture and the priest in the second one. Then let one child tell briefly the story about the "Christmas Promise" that was made in the long ago through the prophet Isaiah. A second child may be asked to tell about the "Promise" of the Angel to Zacharias. It was also a "Christmas Promise" from God, for through its fulfilment the way was prepared for the coming into the world of the Great Christmas Gift, the Prince of Peace, whom the prophet Isaiah had foretold. Let the children in unison repeat the memory verses for the two lessons. Then talk briefly with the children about the "keeping of promises"—men and women, boys and girls, many times make promises they do not keep, but God never makes any promises *he* does not keep. His promises all come true. The "Christmas Promises", he made to his people in that long ago time, came true. To-day's lesson

tells about another of those "Christmas Promises". It, too, was made by God through his angel. It, too, was about the coming into the world of the Prince of Peace. And it was the most beautiful and telling of them all, for it was the promise made right to his mother—to her, who was to be the mother of the Prince of Peace.

THE LESSON STORY

You see, children, it was getting nearer and nearer to the time when God was ready to send the Prince of Peace to earth, and so fulfill his promise to Isaiah, and all the other prophets, and to his people. So God again called his angel to him and sent him down into the world of mankind with a message. No, I know, you will want to tell me to what city the angel went this time, and to whom; yes, you will want to tell me the whole beautiful story about that angel's message. Then let the children build the story for you and for one another.

THE MEMORY WORK

From our lesson story we recall that the angel told Mary that the Prince of Peace, whose mother she was to be, should be called Jesus. There was a reason for that name. Our lesson memory verse tells us the reason.

Illustrative Material: The lesson picture is a familiar one of "The Annunciation", and one that is especially pleasing as to the figures of the Angel and Mary, even though the artist has made the setting rather out of keeping with the oriental house interior of a poor Nazarene, and provided the then unknown luxury of a bound book! Of course such details need not be pointed out to the little ones in your class. They will probably not question them. It is the angel and the sweet-faced Mary that will appeal to them.

Suggested Hymns: Sing the hymns you have selected for Christmas time singing.

How many of you can tell it to me? Teach the Christmas song: "Silent Night, Hallowed Night!"

HOMEWORK

Just as our lessons from God's book are taking us on "nearer and nearer" to the time when the Prince of Peace shall come into the world, so Christmas time, this year, is drawing nearer and nearer for us. Next Sunday is the Sunday before Christmas. And we shall then tell the beautiful story of the coming of the little baby Jesus to earth. Tell the children that you are sure everyone of them will want to learn that story, and the lesson memory verse that goes with it, so that they can tell it to mother and daddy, sister and brother, schoolmates and playmates, yes, everybody. It is the "sweetest story ever told." And, just as you last Sunday reminded them to think all through the week-days about "making their hearts ready for Jesus—for his coming at Christmas time", so you again remind them of it.

THE PRAYERTIME

Emphasize this "homework" thought you have given your little pupils by a short, impressive talk with the heavenly Father, asking him to hallow their minds and their hearts unto him this Christmas season.

LESSON 29

Theme: "UNTO US A CHILD IS BORN"

JESUS IS BORN

The Bible Text: Luke 2: 1-20.

The Topical Memory Verse: "He loved us, and sent his Son." 1 John 4: 10.

The Lesson Memory Verse: "For there is born to you this day, in the city of David, a Saviour, who is Christ the Lord." Luke 2: 11.

Extra Memory Work: The Christmas Hymns.

To the Teacher: There is no story in all the world's story books more beautiful, or more compelling of worshipful spirit than Luke 2: 1-20. From it have sprung into being some of the world's most exquisite poetry. In it have been dipped the dearest brushes of beautiful painting, and upon the canvases of the world's greatest geniuses its light has shone with miraculous softness, urging forth that unspoken peace that transcends even the words of the angel! Dear teacher, if you have access to a copy of Correggio's: "Holy Night", ponder that picture as you prepare the Christmas lesson. Correggio seemed to have visioned "the sunrise" in the Manger. An art commentator has said of it: "This great master of light and shade was able to tell the world that Christ came to be the light of the world by making all the light in the picture radiate from the infant Christ. This was not simply an earthly scene; true, the shepherds said to one another, 'Let us go even unto Bethlehem, and see this thing that is come to pass, which the Lord hath made known unto us', but the artist has pictured to us that not only the shepherds came, but it would seem that all the 'heavenly host' accompanied them and sang again: 'Glory to God in the highest, And on earth peace among men in whom he is well pleased.'"

Christmas time is a time for radiating light! How the Christian should feel that! The world glitters with tinsel and bright colored balls, like a decked evergreen, at Christmas time. *Things* have their symbolic value. But the *light that never fades* came to earth "long ago on Christmas." He is life's realest reality. Can you make your

little Sunday school pupils feel that, as you tell them "the old, old story": "He loved us, and sent his Son?"

The Lesson Approach: Sing together: "Silent Night! Hallowed Night!" In fact, have a little "song service", singing all the Christmas songs the children know. Perhaps you have been teaching them several Christmas songs for the Christmas festival of the school? This would be a good time to rehearse them, but do not indicate to the children that they are "rehearsing"; let them feel that the praise service is real and complete in itself. Your editor does not know, of course, what hymn you have chosen for Christmas rendering. But would suggest one or two of the old standard Christmas hymns, such as:

Wesley's: "Hark! the Herald Angels Sing!" Phillips Brooks': "O Little Town of Bethlehem"; Luther's: "Away in a Manger"; Longfellow's: "I Heard the Bells on Christmas Day"; Sears: "It Came Upon the Midnight Clear." These can all be found in the "Hymnal of American Youth."

THE LESSON STORY

Bring the Christmas Spirit to your class in story, song and picture—all of them lesson stories, telling the Christmas message. You have *sung* the Christmas Story in your praise service. Now you are going to *tell the story in pictures* and *read it* from God's Book. Pass about, or otherwise exhibit before the children the Christmas story pictures you may have been able to collect and let the children talk about them, identifying the

characters in them. Tell the children that these pictures are *copies* of the paintings made by great artists. Some day the boys and girls may have opportunity to see the *originals*—the very picture that the artists themselves painted. When the interest seems best, ask the children to lay aside the pictures while you tell them (having memorized it verbatim), or read with clear enunciation, the Christmas Story as Mary, the mother of Jesus, told it to St. Luke in the long ago, and as St. Luke wrote it down so that we might read it in God's Book.

PRAYERTIME AND MEMORY WORK

After you have read to your class, or told, the Christmas Story in the words of St. Luke, let the children in unison repeat the verse from that story which they have learned as a memory gem for today's lesson—the 11th verse of that 2nd chapter of the Gospel according to Luke. Then lead their thoughts in prayer: "Dear Father in heaven, how we rejoice that Christmas is near. We thank thee with all our hearts that thou didst love us and send thy Son, Jesus Christ. We

thank thee that Jesus came to the world as a little baby, so that we might learn of him the way in which a little child should grow. We thank thee for the message of the angels. Help us, thy little children, to tell the glad tidings of great joy to all the people we meet—the tidings about Jesus. For we love the Lord Jesus! Amen."

HOMework

Homework for the busy Christmas week must be in strict harmony with the Christmas Spirit. It must have the "gift spirit". And each teacher will best know how to meet that in her individual group. Your editor wishes it were possible to send into every child's home a spirit of gladsome *worship*—the spirit of carol singing and the early Christmas morning church service. She wishes, too, that it could be possible to inspire into every child's home environment the gift spirit that embraces gladsome sacrifice for the heartening of others, and lacks entirely the flavor of competition. A "homework" task for the teacher's ingenuity! Perhaps you can urge this spirit into the homes of your little pupils?

Illustrative Material: The following pictures can be gotten in small copies—clear reproductions—at art stores and picture supply publishers. All are well-known classics: "The Nativity"—Hofmann; "The Nativity"—Taylor; "Holy Night"—Correggio; "Holy Night"—Mueller; "Star of Bethlehem"—Pighleim; "O, Little Town of Bethlehem"—Taylor; "Apparition to the Shepherds"—Plockhorst; "The Arrival of the Shepherds"—Lerolle; "The Nativity"—Tissot; and if you care to use them—any of the famous "Madonna and Child" pictures, of which the "Sistine Madonna" is best known. Sometimes a child asks: "Is the stable still there?" "What does Bethlehem look like now?" "Does anybody live in Bethlehem now?" Your editor has always been prepared for such questions when teaching the Christmas lesson and supplied herself with a picture of the Church of the Nativity in the Bethlehem of to-day. You can secure a good photographic picture of the Church from Underwood & Underwood, New York, if you cannot find one in any book that you may have about Palestine. It is an interesting fact, helpful to make effective the unit of teaching in the lesson of to-day, that a place of worship should mark the spot where the birthplace of Jesus is thought to have stood.

LESSON 30

A REVIEW.

Aim: To deepen the impressions of the lessons already learned by repetition of stories, songs, memory verses, prayers, in order to find out how many have been remembered and which have made the strongest appeal.

To the Teacher: The last Sunday of the year is a logical time for a Review Lesson. Even the little child will appreciate that. Another year has gone by and is almost at its close. In that time we have studied many lessons. In that time we have sung many songs, looked at many pictures, repeated many memory verses, prayed many prayers. And, if we have thought about them all—thought about them even the littlest bit, we have become better, stronger, happier because of them. So must the teacher, as well as the pupil, feel concerning the Sunday school program. The course of lessons has become as much her mental and spiritual possession as it has that of her little pupils. And so, dear teacher, as you pause for one brief lesson period a year to “look back” over the trail of your teaching work, may you do so with warm enthusiasm and gratitude. May you feel in the past experience the sprouting joys of the future opportunities that are to be yours. May you feel that “The Lord shall perfect that which concerneth me.” And pray: “Forsake not the work of thine own hands.” For it is God that worketh in you, through you, and by you!

INFORMAL CONVERSATION

The children are still “brimming over” with Christmas joy. Let them talk about *their* Christmas. For a few minutes allow them informal conversation concerning the manner in which they celebrated Christmas Day. Did they truly think of Christmas Day as *Jesus’* birthday? Or did they celebrate it as if it had been their own birthday with gifts for themselves in abundance and only a few or none for Jesus? Close the conversational period with prayer: “Dear God, our Father in heaven, we thank thee for all the joy that has come to us this bless-

ed Christmas season. And most of all we thank thee for loving us so that thou didst send thy Son, Jesus Christ, into the world. May we not not let our toys and books and candy and Christmas trees and many other blessings make us forget *thy love*—that thou didst *create* all things and that thou dost *care* for all thy creatures, that thou wouldst have us to be thy *helpers*, and thy *children*, who love to talk with thee in *prayer* and *thank* thee in *praise*. Forgive us our sins and make us good. We thank thee for all thy blessings in the year that soon closes, and ask thee to bless us during the coming year. In the name of Jesus, Amen.”

REVIEWING PAST LESSONS

To-day we are going to play a game! It is called a “Good Memory Game.” Maybe you have never played a game like it before? But, I think, you’ll want to play it again sometime, for it is a real interesting game. It is a game full of songs and stories and memory verses. Our pianist is going to play some music. Listen carefully. (Have the pianist play one of the lesson group hymns). Who can tell me the song story that belongs to that music? Reward the child who responds correctly with the words of the hymn stanza by writing his or her name in bright colored chalk on the blackboard. The “Good Memory Game” should include several hymns; several lesson story pictures (about which the story should be told); a number of short “spurs” by picture, “first phrases”, “key-words”, or verses with “ellipses” given by the teacher, for memory verse recitation. These “recollection” features should be intermingled, so as to make the “game” varied in detail but rich in response. If a child distinguishes himself by being able to “score” more than one point

(the initial point acknowledged by having his name written on the blackboard), a star should be placed beside his name for each additional "winning." Do not carry the game beyond the enthusiasm of the class, but try to get each child to respond at least once. Should the class be large, an individual response by each child might not be feasible. Then divide the class into "teams" and see how well each group can score, the group getting a "point" for each response that someone in that particular group makes, or that the members of the group make in unison. Close the Review Game by having all the children march around the room singing: "God Will Take Care of You."

Illustrative Material: Make use of the Bible Story Lessons' Picture Chart, showing the pictures as spurs to retelling the stories and reciting memory verses. Pictures, placed at vantage points about the room, to suggest studious boys and girls, boys and girls faithful in Sunday school attendance and at Church services, boys and girls helpful in their homes and diligent in doing deeds of kindness, will have subtle value. Such pictures can be gleaned from the collection of pictures the teacher has already gathered together during the term's twenty-nine lessons' course, or made for this occasion from magazine picture cut-outs pasted on bristleboard.

Handwork for Missionary Offering: If some definite form of handwork has been done by the pupils during the term, such a scrap-book illustrating the various lesson topics, the Review Lesson Sunday might be a logical time to bring them to Sunday school and make an offering—a free-will offering—of them for children in hospitals or mission schools. The giving of these books by the children should be suggested by the teacher, but no child should be urged to give its book against its own will to do so.

HOMEWORK

Christmas time is past. But Jesus Christ remains with us. And we are to have a group of lessons about the little child Jesus, telling us how he grew up while he was here on earth. Next Sunday's lesson is one about the baby Jesus. Prepare the children for study at home of that lesson, its memory verse, and the new topical memory verse. Tell your little pupils, that boys and girls who could score so beautifully in a "Good Memory Game", as they have done to-day, will find no difficulty in mastering their memory work hereafter! Nor in thinking during the week-days about the *meaning* of it all.

CHRISTMAS EVE AND A LITTLE SYRIAN SHEPHERD BOY

(A Christmas Story for Primary)

Boys and Girls

"Joseph, thy father feels ill. Thou wilt have to help thy grandfather tend the flock this night and drive it to pasture up the hillside!" It was a kindly faced dark eyed Syrian woman who spoke to a little dark eyed, sallow-skinned boy, as she brought him some barley bread and a bowl of goat's milk for his supper. The little boy laid down his flute, for he had been happily piping on it in one corner of the low room that was his home. He looked pleadingly at his mother. He was such a little boy. But he was lithe of body, as if he had run many a mile over hillslopes, and jumped over brooks, and climbed palm trees, and driven sheep to pasture, ever since he knew how to run at all. He didn't want to be cowardly! But the night was cold and dark out on the hill-

side. His grandfather was old and very deaf, and sat so silent through a long night, half blinking, half sleeping, while the sheep and goats roamed dozingly over the slope, munching the grass and the dry roots. And there were so many prowling shadows over the hills! The cry of wild things—night birds and hungry wolves—sent shivers through the bravest shepherds! Ah yes! Joseph knew, for, little as he was, he had helped to watch the flocks many a night on the hillside of his native city, old Bethlehem in the land of Judah. And he had a shepherd's crook his very own, and a leather pouch for his lunch, and some flint and steel for making a light, and a knife and a sling! The sons of hillside shepherds must learn how to use all these things, for

by and by they, too, will be shepherds and own a flock and earn their living.

"Mother, I wish I didn't have to go", murmured Joseph. "When father is not there, I am afraid!"

"Oh, take thy flute along, and thou wilt not mind it", smiled his mother. "Besides this is the great Wonder-night. This is the night of the Christ-child. This self-same night in the long ago thine ancestors beheld the wonders of another world. Ah, Joseph, they were brave men and good. But even they had fears within their hearts—until the Night of Wonder drove them out."

"Mother, tell me about them, that I may grow brave, too."

"Ah, lad, that I will. For it happened in this countryside. And the shepherds were out in the great open fields, on the hillside and in the valley. Some of them were sleeping by the side of their staves, with stones for pillows. Others were quietly watching and listening, lest wolves come nigh, or sheep stray, or the goats get more than their share. It was a beautiful night. Clear and cool. The stars fairly danced with light above them, while the shadows slunk stealthily along the hollows below them.

"Suddenly, a great light lit up the sky! It startled the watchers and awakened the sleepers. The sheep began to run about confusedly. The goats bleat with fright. And from the open gate of heaven stepped an angel of the Lord! The shepherds fell upon their faces with trembling and great fear.

"But a clear and beautiful voice, like the ringing of a silver bell, chimed forth upon the wind. 'Be not afraid!' it said, 'for I bring you glad tidings of great joy that shall be unto all the people. This day there has been born unto you, in David's city, a Saviour, who is Christ the Lord. And this shall be a sign unto you; ye shall find a babe, wrapped in swaddling clothes and lying in a manger.'

"The shepherds lifted up their eyes. 'What can it all mean?' they said. And as they gazed about in amazement, behold, with the angel appeared a multitude of the heavenly host, praising God and singing:

'Glory to God in the highest,
And on earth peace among men in whom
he is well pleased.'

"The song echoed through the hills suddenly again, as suddenly as they had come from out of the gate of heaven, the angel and the heavenly host disappeared beyond the stars.

"The shepherds felt a great peace in their hearts. 'Let us go at once into the city', they said, 'and see this thing that has come to pass, of which the Lord has told us.'

"But who shall watch our flocks?" said one.

"Our little lad, here", said another. For even in those long ago times little boys helped their fathers care for the flocks on the hillsides.

"So the grown-up shepherds hastened into the city, while the little lad remained by the flocks on the hillslope.

"I will be brave", said he. 'But please take my little lamb with you and give it unto the new-born king!'

"And did that little lad sleep? Oh no! And did he fear? Oh no! The night seemed long! The wind died! The stars blinked out! The sheep grew restless! But the little boy watched! When the first rays of dawning day began to play over the hill-tops, the grown-up shepherds came back. They came singing! They came praising God for all that they had heard and seen. And they told him how they had knelt before the infant Saviour and worshipped him. And they told him how they had given him the little lad's lamb.

"Never again did they fear, nor feel afraid. Neither darkness nor light made them tremble. For they had heard the voices out of heaven, and they had seen the Saviour of men."

* * *

"Mother", said Joseph, "do the angels still sing over the hillsides? Do you think they will sing to-night?"

"The sing every night, my lad, to the heart that will hear their song."

"And where is the Saviour of men? Is he here in our city to-night?"

"He is near to the heart that will kneel before him and worship him without fear."

The little shepherd boy ate his supper of barley bread and goat's milk. He took his flute, and his stave, and his pouch, and his flint and steel, and his knife, and his sling, and betook himself off to the hillside. As he went he sang to himself:

"Brave is my heart, I will not fear!
Always to me the Christ-child is near!
What can I give him, poor as I am?

Were I a real shepherd, I'd bring him a lamb.

But what can a little lad give as his part?

Ah, what can I give him? I'll give him
my heart!"

LESSON 31

Theme: THE CHILDHOOD OF JESUS

THE BABY JESUS IN THE TEMPLE

The Bible Text: Luke 2: 21-38.

The Topical Memory Verse: "And Jesus grew in wisdom and stature, and in favor with God and men." Luke 2: 52.

The Lesson Memory Verse: "Suffer the little children to come unto me, and forbid them not, for to such belongeth the kingdom of God." Luke 18: 16.

Extra Memory Work: The Third Commandment.

"Thou shalt not take the name of Jehovah thy God in vain."
The lesson group hymn: "Suffer Little Children to Come unto Me."

To the Teacher: Little is told us in sacred history about the childhood of Jesus. Only the three most outstanding events between the time of birth and the time when he was ready for his public ministry are definitely recorded. They are his circumcision and naming, his presentation to God in the temple, and his visit to the temple at Passover time during his twelfth year. These three events were those of customary prominence in the life of the Hebrew male child. The presentation to the Lord of the infant Jesus, was in compliance with the law that every first-born male should be thus dedicated. The service of dedication was attended by an offering by the parents of a pair of turtle-doves or two young pigeons, symbolic in innocence and purity.

Your editor has often wondered why the Bible draws a veil of silence over the many happenings in the childhood of Jesus that must have been full of interest—those delightful things that mothers revel in telling about their children. Surely Mary must have told them to her friends and neighbors? And often "looked back" to them in the later years, when Jesus was famous in the land? But the Gospel writers tell us the whole beautiful story in a few words: that Jesus grew in wisdom as he grew in years, and gained the blessing of God and men. Did Mary from the beginning of the days of the baby Jesus really understand the Great Mystery in which she was taking part? If she had, how could she bring him up as she would bring up any child? How could she treat him like a human child, to live like a

child among other children? The Bible story indicates that she was often puzzled over the declarations concerning him that had been made unto her by angels and men. Perhaps this "pondering in her heart" made her very reticent about telling others of her little Boy? And so there was none of those mother-fond braggings about him, that so usually go hand-in-hand with the bringing up of children, especially where the child is good and wise and lovable, as the little boy Jesus must have been. It sufficed for Mary to tell about him in the words of the angels and of Simeon and Anna, when she told St. Luke or St. Matthew the story of his babyhood, and to keep her own counsel concerning the growth and wisdom and happiness of his boyhood in Nazareth.

The Lesson Approach: We celebrate at Christmas the *birthday* of Jesus Christ. We like to celebrate birthdays—our own birthday and the birthday of others. They remind us of having come into the world as little babies: Yes, all of us have been little babies. Perhaps some of the children in the class have little baby brothers and sisters at home?

Let them talk about little baby sister or brother—of their first impressions of the little one, the dear little helpless baby. Perhaps a name had been chosen for it before it came, and mother and daddy gave it the name the very first day? Or perhaps the name had to be thought about and the older children helped to find it? Then, when the baby was a little older, there came the bap-

tism—the christening. Let the children tell you their thoughts about the baptism. Why are little babies baptized? Lead this talk so that the children will realize that baptism is a beautiful service of dedication, whereby the young child is presented to God by its parents, who feel that God has but lent the precious little human life to them for care and fostering. Close the conversation period by singing: “Away in the Manger,” or “Jesus Loves Me This I Know,” or some other song that conveys the idea of Jesus, sympathy with the needs of early childhood, physically and spiritually.

THE LESSON STORY

To-day we begin the stories about the childhood of Jesus, for Jesus not only came into the world as a little baby boy, but he grew up from babyhood to manhood, just in the same way that other little boys and girls do. Eight days after his birth, he was given his name. But his mother and Joseph did not have to wonder what they should name him. Oh no, for that had been told them long before Jesus came. (Turn to the lesson picture for lesson 28). Ask the children to repeat the memory verse for that picture—for that lesson. Then a little while after the naming of the baby came the time when, according to the custom of God’s people in the long-ago time—a custom something like our present time baptism of little children—Mary and Joseph carried little Jesus to the temple in Jerusalem there to give, or present, or dedicate him to God. That is what our lesson story to-day tells about.

THE MEMORY WORK

The busy Christmas time being over, all will have to “settle down” once more to study. There is now a new, and such an interesting topic, too, that you feel sure the children will want to do their best to learn the memory verses, the song, and the third of the Ten Commandments. Teach both the

topical lesson and memory verses. Make clear the meaning of each. The third commandment is not difficult to learn.

The names of God and of Jesus are sacred. Why did Jesus receive the name: Jesus? Yes, because it is he that shall save his people from their sins! It is a name that means saving from sin—something so wonderful and beautiful, that we can hardly grasp it. And yet there are little boys and girls, and grown men and women, who use that name, and God, the heavenly Father’s name in careless language and to express mean thoughts. They swear, as we call it. They use the name of Jesus and the name of God in vain. Now, in the long ago time, long before Jesus came to earth, when God gave rules to his people to live by, he also said: “Thou shalt not take the name of Jehovah thy God in vain.” After thus explaining the meaning of the third commandment, teach it. Then pray: “Our Father, who art in heaven, *hallowed* be thy name. We thank thee that thou didst send Jesus into the world, and that through his name we may be saved from our sins. May we always speak his name with joy and reverence, and tell other little boys and girls the story of Jesus and his love.” If time permits it, teach also the melody of the lesson group song and sing the “memory verse” words to it. Then let the children try to sing the words, too.

HOMEWORK

Prepare and assign next Sunday’s lesson for home study. Thank the children for the attention and study they have given their lesson all term, during the old year, and encourage them to renewed and still better effort during the new year. For little children *must grow in wisdom*, as they grow in stature (in size and in years), and to learn their Bible lessons means *goodness*, too,—the kind of wisdom that make little children beloved by God and pleasing to daddy and mother and teacher and everyone.

Illustrative Material: The lesson picture is attractive to the child. Let the class discuss it, identifying the characters in it. Perhaps the lady with the doves is a kindly neighbor, who has accompanied Mary and Joseph to the temple? Perhaps the little children are hers? Or, maybe, they are from the streets of Jerusalem, and just slipped into the temple to see the dedication service? The smaller child seems to be saying: “Sister, was I once a little baby like that?”

Suggested Hymns: The lesson group hymn.
“Lord, Who Lovest Little Children”, No. 21., Songs for Little People.
“How Strong and Sweet My Father’s Care.”
“Jesus Loves Me, This I Know.”

LESSON 32

Theme: THE CHILDHOOD OF JESUS THE KING'S STAR

The Bible Text: Matt. 2: 1-12.

The Topical Memory Verse: "And Jesus grew in wisdom and stature, and in favor with God and men." Luke 2: 52.

The Lesson Memory Verse: "The people that walked in darkness have seen a great light." Isaiah 9: 2.

Extra Memory Work: The Third Commandment.

To the Teacher: The story of the Magi is one of the most fascinating episodes in the life of the baby Jesus. Who were these eastern astrologers who came to do homage to the Saviour of the world—to him who was when the universe was created and the stars of the morning sang together? Many beautiful stories have graced the literature of many lands concerning these wise-men. They have come to be known as "three wise men", although the Bible story does not number them in any more tangible way than to enumerate three gifts which they brought to the young King. "The Story of the Other Wise-man" by Henry Van Dyke, will make delightful reading for you, as you study this lesson. Some speculators as to the identity of the Wise-men have said that they were kings; others that they were the "rulers of kings", for by their prophecies and decisions the oriental kings abided, and according to their advice they swayed their scepters. Likely they were Chaldeans. They strove in their day, as the scientists do in ours, to harmonize their findings in the natural world with the mysteries of the spiritual. But they seem to have been wiser than some of our wise men, for in the midst of a gross materialism they preserved a simple faith in the spiritual. And it is not a little significant that such wisdom as theirs should seek and kneel before the greatest Wisdom that ever blessed the world.

Herod the Great, the ogre that ruled the Jews at the time of Jesus' birth, was an Idumean, who cared nothing for the people he governed, who vassaled himself to Rome, and pretended his Greek culture. He had usurped his throne, killed his wife and his brother-in-law, to insure himself of his dynasty. He had amused himself time and again by burning alive a number of the

leading Pharisees. And not content with all these horrid crimes, he even had his own sons, by the wife he had previously killed, strangled to death. Politically he tried to effect a treaty between the Greeks and the Jews. While he succeeded in a measure to sooth the degenerate Athenians, so that they even built a memorial statute to him, he never could squeeze anything but the most bitter contempt from the Jews, not even though he built up Samaria, and restored the temple in Jerusalem. He was superstitious and suspicious to a degree of mania. No wonder the questions of the Wise-men on their search for "the new king" made him tremble! And when they failed to return to him with a report of their finding, no wonder that his monster heart dictated a wholesale slaughter of innocent children! History has never told us how many children were put to the sword because of this awful decree, but history tells a most loathsome tale of the end of the beast who slaughtered them. It says of him that the worms began to consumé his body while he still lived. In teaching the story of the "King's Star" we may leave out the gruesome act of Herod's. In next Sunday's lesson we must touch upon it. But in both lessons we may show the little ones God's care of the helpless babe.

The Lesson Approach: Sing: "Silent Night, Hallowed Night!" Place a picture of the "Adoration of the Shepherds" before the class. Get the children to talk about it, to tell about the appearance of the angel to the shepherds and of the angels' song—the message and the song that made the shepherds go to seek the baby Jesus, that they might worship him. The shepherds were quite near to the place where Jesus was born. Call attention, too, to the fact that a

"great light" shone round about them on the hillside, as the angel appeared and said: "Fear not—be not afraid!"

Soon we shall listen to the story of another great light, that appeared to some men over the hillside and plains of a far-away country—a land in the East, and how these men, who were not shepherds, perhaps, but who spent their time in the open anyway, studying the skies—the sun, and the stars—saw a message in that light, and followed it, and came to seek Jesus, too. Sing another of the Christmas songs, preferably one that mentions the Star.

THE LESSON STORY

Ask the children to repeat for you the well-known memory gem:

"Twinkle, twinkle little star,
How I wonder what you are, etc., etc."

Most first and second grade children will know it, having learned it in the everyday-school. If the children do not know it, teach it to them. Then apperceptively launch into the lesson story: In the far-away eastern land, yes, quite a bit farther east than the land in which Jesus was born and lived, wise-men studied the stars. Like you and me, they asked questions about them. They wondered why they twinkled so, and who it was that had made them. And in their hearts they felt that it must be a God, who had made them—a great and good and caring-for-all God. And as they studied the stars, they began to think that the stars had something to do with the happiness of man. They read God's goodness to man in them. One night, as they were searching the heavens, to study the stars, they saw a new one there—a star that they had never seen before. And it seemed to beckon to them to follow it. It seemed to move, to travel. So they set out upon a journey to find where it would lead them. They made up their minds that it was a King's star—that a new king had been born somewhere on earth, a king that was great and good. And a short time after Jesus was born in Bethlehem, these wise-men from that far-off land came to Jerusalem, asking where the new king was. Now, I know you can tell me all about their meeting with the wicked king that ruled

in Jerusalem, and about the finding, by these Wise-men, of the new-born king. Let the children re-tell the lesson story.

THE MEMORY VERSE

How much we like to see the stars twinkle in the sky on a dark night! A starless night, when black clouds cover the heavens, is so dark and dreary. We do not even want to peep out-doors on such a night. Children, sometimes it gets very dark in people's hearts—just as dark and gloomy as the night without stars. In the long ago time, when the prophet Isaiah lived,—he who told his people the promise about the coming of the Prince of Peace, the coming of Jesus—it was dark, like that, in the people's hearts. For they had sinned against God and were sad and depressed. But as Isaiah told his people about God's promise (turn to the lesson picture for Lesson 25, as you talk) he said, too, that the coming of the Prince of Peace to earth would bring a "great light". And he said it, just as we have learned it in our lesson memory verse: "The people that walked in darkness have seen a great light." Let us all repeat that beautiful verse. Follow the memory verse recitation with prayer: "Dear Father in heaven, we thank thee for thy Great Light, Jesus Christ. We, little children, do not like the dark. We like the light. We like the sun and the moon and the stars that thou hast placed in the heavens. We are so glad because the shepherds saw the great light on Christmas night in that long, long ago time. And we thank thee that the beautiful star led the Wise-men to Bethlehem, too, to worship the baby Jesus. Help us always to love the Great Light, always to love Jesus."

HOMEWORK

Read for the children and assign for home study next Sunday's lesson story and memory work. Encourage them to talk at home during the week-days, with mother and others, about the Great Light, Jesus, and tell the story of the Wise-men. Ask them to think about themselves as growing in wisdom, getting more and more wise every day. And like the Wise-men, they, little wise children, want to worship Jesus, and bring him their gifts.

Illustrative Material: The lesson story picture is Hofmann's: "Worship of the Wise-men." Another interesting picture for this lesson is: "Journey of the Magi", by Portale.

Pictures of starry heavens will also prove instructive.

Suggested Hymns: "Twinkle, Twinkle, Little Star", No. 127, Songs for Little People.
"God, Make My Life a Little Light."

LESSON 33

Theme: THE CHILDHOOD OF JESUS

THE BABY JESUS SAVED FROM DANGER

The Bible Text: Matt. 2: 13-17.

The Topical Memory Verse: "And Jesus grew in wisdom and stature, and favor with God and men."

The Lesson Memory Verse: "The angel of the Lord encampeth round about them that fear him, and delivereth them." Ps. 34: 7.

Extra Memory Work: The Third Commandment.

To the Teacher: The lesson for this Sunday is a direct continuation of the previous Sunday's lesson, for it gives the consequent outcome of the Wise-men's failure to heed Herod's command. We cannot tell how long Herod waited before issuing the proclamation of massacre for the infants of Bethlehem and Bethlehem's environs, but history infers that he lost little time to assure himself that no imposter would be allowed to grow up and usurp his throne. The infant massacre was one of Herod's last outrages, and, perhaps, the most gruesome. It was one of those horrible holocausts that make devout folks question: "Why did God permit it?" It haunts our sense of righteousness and justice like the sufferings of Job and the martyrdom of prophets and saints. Perhaps it was one of those happenings which God in his *all-wise* way used to foreshadow the measureless depths of vicarious suffering—suffering, which it has always been difficult for mankind to fathom as a necessity to salvation from sin and its consequences. The writer has often pondered this. She does not understand it. But it is so apparent to her on the pages of history. And in contemporary life, too. Dear teacher, do you see it also? Can you feel the beauty of it—beauty painted in pathos! The beauty and pathos in the suffering and dying of the innocent and the pure for the salvation of the guilty and foul! The baby Jesus was the *Saviour* of the world. He must not be massacred in his cradle—in his incarnate infancy! Herod had no means of distinguishing him from many babes. He must therefore make a general raid on the infant boys in that countryside! But the little baby Jesus escaped!

The Lesson Approach: Sing one of the Christmas hymns. If you taught Martin Luther's immortal Christmas time story: "Away in the Manger", at Christmas time, let the children sing that little hymn now. Or sing it for them! Then review last Sunday's lesson. Let the children retell the story about the "King's Star." Follow this by telling the children about the dream the Wise-men had. When the Wise-men left the baby Jesus and his mother and Joseph that night that they had brought him their homage, they probably took in for the night at the Inn in Bethlehem—that same Inn in which was no room for Mary and Joseph the night that Jesus was born. And, as the Wise-men slept, they dreamed. We do not know just *how* God's message came to them — whether by the Angel Gabriel, or by some vision, or by just an ordinary dream, such as you and I have in our sleep—but surely they were deeply impressed by it. When they awoke they probably talked it over together. And instead of going back to their land again by way of Jerusalem and instead of sending any word to king Herod, as he had commanded them to do, about the *new-born king*, they commenced their homeward journey by another road. Perhaps that same night, or maybe the next night—we cannot tell exactly—Joseph had a dream, too. And that begins our lesson story.

THE LESSON STORY

Turn to the picture for the lesson story. Ask the children to identify the characters in the picture. Then encourage the children to tell the story. Why had the little baby Jesus been taken away from his "nesting

place" in Bethlehem? Why was he riding with his mother on the back of a donkey? And over rough and stony roads, hurriedly? Why did Joseph seem worried? And so, question out the story from the children's memories.

THE MEMORY WORK

Angels had much to do with the baby days of our Saviour. Angels are still active. They are God's messengers. They come close to humankind in missions of love. We have never *seen* an angel in reality. But we have seen pictures of angels—the beautiful shining figures that artists have thought angels to be. Artists have gotten their ideas about angels from God's Book, the Bible. And God tells us, through his Book, that angels are all about us, guarding us, watching over us, although we do not see them with our human eyes. In the long ago time, David, the shepherd king of God's people, said about God's angel: "The angel of the Lord (God) encampeth round (lives around, lives among) about them (all the people—little boys and girls and grown-ups) that fear (that think of, that love, that obey,

that worship) him (God), and delivereth them (frees them from danger, keeps them from harm)." Let us learn that beautiful verse and make it truly our Memory Verse. Then let us repeat the Third Commandment, feeling sure that in the presence of God's angel we never, never would want to take God's name in vain!

HOMEWORK

Next Sunday's lesson will intensely interest every little boy and girl, for it tells us about Jesus growing up in his home, a little boy among the children. Assign the lesson for home study. Encourage the children to talk with mother about the guardian angel that encampeth round about us. Perhaps, too, mother would like to discuss with the children, and the children with her, concerning the *hallowing* of God's name? For that is what the Third Commandment asks us to do—it asks us to *hallow* God's name. We pray in the Lord's Prayer: "*Our Father, who art in heaven, hallowed be thy name.*" It is not enough to keep from taking God's name in vain. We should *praise* his name! Let us try to remember that!

Illustrative Material: Use the Christmas lesson picture, the "King's Star" picture, pictures of the Wise-men journeying, (during the pre-lesson talk). The lesson story picture is one of the best known of the Flight Into Egypt. But if you have others, bring them to class also. Pictures of angels, placed about the room, will prove interesting to the children.

Suggested Hymns: The Christmas Manger Hymn, No. 60, Songs for Little People.
"Night and Day", No. 40, Songs for Little People.
"God Will Take Care of You."
"How Strong and Sweet My Father's Care."

LESSON 34

Theme: THE CHILDHOOD OF JESUS

THE LITTLE BOY JESUS IN HIS HOME

The Bible Text: Luke 2: 39-40.

The Topical Memory Verse: "And Jesus grew in wisdom and stature, and favor with God and men."

The Lesson Memory Verse: "Even a child maketh himself known by his doings, whether his work be pure, and whether it be right." Prov. 20: 11.

Extra Memory Work: The Third Commandment.

To the Teacher: The Canonical Gospels give us but two short verses concerning the years of Jesus' life in Nazareth prior to his twelfth birthday. The Apocrypha, upon which many subsequent stories have been built concerning the boyhood of Jesus, give several legends, which thoughtful men, however, have discarded from the sacred writings, regarding them as myths. Luke tells us merely that Jesus grew like a good healthy boy, bright of mind and lovable of heart, and that in itself is a story depicting the richness of happy childhood. Jesus, the prophet, often looked back upon the childhood memories as he walked and talked among the people of Galilee, and we hear him echoing in his parables many of the facts of nature and human nature that dawned upon him in those early days as he played on the streets of Nazareth, climbed the precipices outside of the city wall, sang with the children by the well and in the towngate. Once, when he was making a solemn speech in his manhood days, he referred very specially to "the children crying in the market place. His education was such as the country rabbi gave, and as his mother gave. And of that we could write a long story! But space will not permit it here, beautiful as the story could be! Longfellow in one of his poems, "The Golden Legend", pictures the rabbinical school that Jesus attended, and he sings:

"Come hither, Judas Iscariot,
See if thy lesson thou hast got
From the rabbinical book or not.

— — — — —
And now little Jesus, the carpenter's son,
Let us see how thy task is done."

The Lesson Approach: Never have you had more avenues of approach open to any lesson than you have to this one. The children have their homelife to talk about, their playtime, their school life, and all that these imply in the way of mother and father, sisters and brothers, playmates, schoolmates, teachers. Have the children ever wondered about the childhood of Jesus—if he had a home like ours, sisters and brothers, playmates and schoolmates, teachers? Indeed he had! What kind of games did little Jesus play? Did he help his mother by running errands, bringing in water and wood, and doing many other helpful things? Did he help Joseph in the carpenter shop? What kind of school lessons did he have? How did the school look—the school that Jesus attended? Who was the teacher? Like our teachers? Did Jesus love the open fields, and the woods, and the streams, and the birds, and flowers, and sunshine—like we do? There are almost endless questions that little children ask in regard to the boy Jesus, which are so akin in interest to the interests of all boys and girls in all times. So discuss these interests with your little pupils that they will feel how close Jesus was in sympathy with every other boy and with every girl. Yet, he was more than all other children! For he was God's Son. He is the perfect companion for all boys and girls.

Close the conversation period with prayer: "Dear God, our heavenly Father, we thank thee for sending Jesus into the world, and especially for sending him as a little child. We, thy little children, in this Sunday school class, want Jesus to come into

our hearts and be our companion in home-time and playtime and schooltime and all time. We want him to teach us be good and obedient and kind and happy, and to love thee, our heavenly Father, as he loved thee. Bless us in that way, we ask it in Jesus' name, Amen."

THE LESSON STORY

We have talked quite a lot about the little Jesus and the ways in which he was a child like all children. Now let us hear what our lesson story tells us. Either have the children retell the lesson story in its entirety, as they have learned it from the Story Book, or question it out of their memories: What was the name of the city in which Jesus grew up? Was Jesus' home a big fine mansion? What made Jesus' home such a happy place to grow up in? What kind of mother was Mary? What secrets did she keep in her heart? What did she teach her little boy? Did Jesus have brothers and sisters? What kind of boy was Jesus in his home? At school? As a playmate? What did Joseph do to earn a living for himself and his family? How did Jesus help Joseph earn the living? Whose son was Jesus? How did Jesus grow? (The last question may be answered by a recitation in unison of the topical memory verse).

THE MEMORY WORK

Tell your class that you are very certain that Jesus kept the Commandments of his heavenly Father. Not only did he learn to recite them in his home and in the synagogue school, but he always obeyed them. Then have your little boys and girls repeat the first three of the Ten Commandments. Commend those who know them. Teach the lesson memory verse. It means just this—that we know the good boy and the good girl, the boy who loves God and the girl who loves God, by the way the boy and the girl act—whether he and she are obedient and truthful and kind and clean. Let every child repeat the verse. A very wise man in the long ago time said it!

HOMEWORK

Next Sunday's lesson follows very closely on to-day's. It tells about the first long journey that the boy Jesus took, and what happened on that journey and the visit in the big city of Jerusalem. Read the lesson story and memory verse to the children and assign it for homework. Ask your little pupils to talk over the lesson memory verse they have just learned—the verse for today's lesson—with mother. Maybe mother will help the children to do things that are "pure and right", for every little boy and girl in the class truly wishes to show by his and her doings that they love the heavenly Father and are trying to do his will.

Illustrative material: The lesson picture for to-day is Hofmann's—the Christchild, isolated from his "environment" in the picture of him among the rabbis and doctors in the Temple. It is a very fine picture. Show also other pictures of the boy Jesus, especially any that you may be able to secure of the boy Jesus in the carpenter shop. Tissot has a very fine one. Also, if possible, show a picture or pictures of Nazareth, or any old eastern towns that will give the children an idea of the kind of city in which Jesus grew up. A picture or model of a house, such as he likely lived in, is also interesting.

Suggested Hymns: "Jesus, Friend of Little Children", No. 29, Songs for Little People.
"Hymns of Thanks", No. 19, Songs for Little People.
"Jesus Bids Us Shine", No. 17, Songs for Little People."
"Night and Day", No. 40, Songs for Little People.



Suggestion for Blackboard Drawing of an Oriental House

LESSON 35

Theme: THE CHILDHOOD OF JESUS

JESUS IN THE TEMPLE AT TWELVE YEARS OF AGE

The Bible Text: Luke 2: 41-52.

The Topical Memory Verse: "And Jesus grew in wisdom and stature, and favor with God and men."

The Lesson Memory Verse: "I must be in My Father's house." Luke 2: 49.

Extra Memomry Work: "Morning Prayer" Page 86, The Bible Story Book.

To the Teacher: In to-day's lesson we have the *first recorded* word of Jesus: "How is it that ye sought me? Knew ye not that I must be in my Father's house?" The little Nazareth lad who had grown in wisdom and stature, and in favor with God and man, had come to the first crisis of which he himself was conscious in his young life. It was the time when he began to feel the power within himself. How like the normal adolescent boy! He had reached the point of self-assertion. And yet, in those words of the boy Jesus, there was no precocity, defiance, or sententious ambition. They were spoken spontaneously from a heart that had made a new discovery, unstudied and natural. The boy Jesus had not arrived at the truth in these words through any strenuous thinking, it would seem, but rather because it was native to his mind, like the very essence of his being. Had not Mary always told him that God was his heavenly Father? Had she not always taught him to love God with all that was in him? Had he not grown up in the conviction that God's business was his business? And here, in Jerusalem, an eager, wide-awake school lad, thirsting for knowledge, he had come face to face with the great teachers of his people, as they gathered in the Temple courts to discuss the Law and the Prophets and expound them by the rabbinical writings. It was common for these teachers to encourage the youth of their times to dispute with them, to ask questions and be asked questions. What a delightful place this Temple schoolroom must have been for the boy Jesus! Here he began to realize that unique feeling born within him, that he belonged to the heavenly Father and that

his heavenly Father's house was peculiarly the place for him. Little wonder then, that he should be surprised that Mary, who had taught him God's will and law, should seek *last* and not *first* for him in the Temple, when she and Joseph had discovered his absence from their homeward wandering company.

What a sad note is expressed in: "And they understood not the things which he spake unto them. But his mother kept these sayings in her heart." The adolescent boy had *not been understood* by those who loved him best! The time had come when he *must face his own soul alone!* This thought cannot, of course, be presented to *your* little pupils. They are too remote from that time in their own lives. But you can so impress upon them the necessity and beauty of *growing in wisdom*, like the little boy Jesus, that when they come to the time of making their first decisions in the realm of the spiritual life, they will find that *their* business is bound up in the heavenly Father's, and that they must be in his house—his service.

The Lesson Approach: Sing: "God Will Take Care of You." Turn to the lesson story pictures for Lessons 8 and 9, and refresh the children's memories concerning God's gift to us of schools, and lessons, and of a house in which to worship him. God instituted schools and churches way, way back in time. And when Jesus was a little boy on earth there were schools and temples. The schools were then a part of the house of worship. In the smaller towns they were called "synagogue schools." In Jerusalem there was a Temple school. Jesus had learned his lessons in his *home* and in the *synagogue school* in Naza-

reth. What had he learned in these? Let the children tell about it. Then tell the children about the Temple in Jerusalem and the customary way of the rabbinical teachers to instruct and argue there the things pertaining to their religious teachings. Tell about the celebration of their biggest national holiday in Jerusalem. Picture the anticipation of the little boy Jesus of the day when he should be allowed to accompany Mary and Joseph to Jerusalem for the celebration of this holiday in the Temple there — the house of God in which he as a tiny baby had been presented unto God and been blessed by old Anna and Simeon. Wonder if your little pupils look forward with such eagerness to coming to their Temple — God's house, to the Church,—to worship and to learn?

THE LESSON STORY

How old was the boy Jesus when he was allowed for the first time to accompany Mary and Joseph to Jerusalem to celebrate the great holiday time? How many years older is that than the age of you? The children will enjoy making this age-comparison. In six or five years they will be that old, that big! Jesus had once been six and seven years old and dreamed of the things he would do when he grew older! Ask the children to retell the lesson story, "building up" the story incident by incident, the whole class together repeating the last line of the story.

Illustrative Material: Pictures of Jesus among the Temple Rabbis:

"Christ and the Doctors", by Hofmann.

"Finding of Christ in the Temple", by Hunt.

"Boy Jesus in the Temple", by Zimmermann.

"Starting Back to Nazareth", by Tissot.

Pictures of modern boys and girls attending service in God's House.

Suggested Hymns: "God Will Take Care of You."

"Suffer Little Children to Come Unto Me."

"This is God's House", No. 8, Songs for Little People.

"Morning Hymn", No. 2, Songs for Little People.

THE MEMORY WORK

Let the memory verse for the lesson be the nucleus of a spontaneous prayer: "Dear Father in heaven, may we learn from this beautiful lesson about the boy Jesus, that we, too, must be in our Father's house, learning to worship him and to rejoice in his service. May we grow as Jesus grew, in wisdom and stature, and in favor with God and men. Help us, too, to be obedient unto our mothers and fathers, as Jesus was unto Mary and Joseph. We ask in his name, Amen." Follow this prayer with teaching of the "Morning Prayer", quoted in page 86 of the Bible Story Book. It is a prayer such as little boy Jesus might have learned to pray at his mother's knee in that long ago time. Then sing the lesson group hymn verse: "Suffer Little Children to Come Unto Me."

HOMEWORK

What can more naturally follow upon the lessons about the child Jesus, than lessons on obedience? For was not Jesus obedient in all things unto the will of his heavenly Father? How well he always obeyed Mary and Joseph! How well he heeded his teachers! Next Sunday we begin a new series of lessons, and they are to be about "Obedience". Prepare the class for the study of the new topical memory verse, the lesson story and the lesson memory verse, and assign these for home study.

LESSON 36

Theme: OBEDIENCE

THE FIRST MAN AND THE FIRST WOMAN DISOBEY GOD

The Bible Text: Genesis 3: 1-19.

The Topical Memory Verse: "To obey is better than sacrifice." 1 Sam. 15: 22.

The Lesson Memory Verse: "And Jehovah said . . . Obey my voice." Jeremiah 11: 6, 7.

Extra Memory Work: The Fifth Commandment. (The Fourth Commandment to be taught later).

To the Teacher: Obedience is the first real problem of childhood—that the child himself must face as a problem. The earlier he learns the beauty and joy of obedience to God, the heavenly Father, and to those to whom God has entrusted his care and training on earth, the better will he grow in wisdom, and in favor with God and man.

The four lessons on obedience should be taught with all the zest you can possibly put into your teaching. The first two show the *dire consequence of disobedience*; the third give the red-blooded-resistance-to-evil story, that shows that it is a *glorious achievement to obey God*; and the fourth tells of the *blessings that come with obedience*. For all growth of character it is necessary unceasingly to have to choose between obeying and disobeying God—between good and evil; and therefore, to know evil as an existing force, but know it as God knows it—as something external, to be shunned and hated. There is one excuse for hating, and hating vehemently, and that is that we may hate evil and evil-doing and all the works of darkness. And that we may love God's commandments, so that we desire to obey them, for "Blessed are they who do his commandments, that they may have a right to the Tree of life"—to eternal communion with God!

The Lesson Approach: Children, I wonder if you can tell me what the word *obey* means? Who has spoken that word to you before? (Some little boys and girls may not know that word, for their parents may say: "I wish you to mind me, to mind what I say"). So as quickly and simply as possible

discuss the meaning of the word obey, that there may be no doubt in the mind of any child as to its purport. In last Sunday's lesson you had a fine example of "obeying"—the boy Jesus, doing as Mary and Joseph wished him to, and going home with them to Nazareth and being good and helpful to them in all things. It wasn't easy for him to leave that very interesting group of teachers in the Temple. But Jesus knew that God, the heavenly Father, had given him Mary and Joseph as earthly parents to help him grow up and become a good man. Jesus had studied,—and he believed it, and he did as it said—the Fifth Commandment. Would you like to hear that Commandment? Would you like to learn it, too? Teach the Fifth Commandment. The Fourth Commandment can be taught later; the order of the Commandments can be adjusted after awhile, when they have all been learned. The important thing is to teach them, as they fit in with the lessons, as appreciatively as possible).

Then sing for the children the song verse for the topic: "Trust and Obey."

THE LESSON STORY

Our lesson story for to-day takes us way, way back into the long ago time, yes, much farther back than the time when God gave the Ten Commandments to his people, and little children began to learn about "honoring father and mother." It takes us back almost to the beginning of time, to the days when the first man and the first woman, that God created, lived in the beautiful

garden home. Turn to the lesson picture for Lesson 4. Perhaps the children remember something of that story? Surely they recall how happy man and woman were in their garden home, as they cared for it. And how God came and talked with them in the garden! Then have the children tell to-day's story, hanging to-day's lesson picture beside that for Lesson 4.

PRAYERTIME AND MEMORY WORK

Pray: "Dear heavenly Father, we feel sad as we hear the story of Adam and Eve disobeying thee. And we feel, too, how easy it is for us to disobey thy voice, and to disobey mother and daddy and teacher, and all who know better than we know, concerning the things that are good for us. But we are so glad that thou didst send the Saviour, our Lord Jesus Christ, into the world, to help us and save us and teach us the way back to thee, the way to hearing thy voice, and doing thy will. We pray thee to help us to hear and obey thy voice, for to obey is better in thy sight than sacrifice, than giv-

ing thee of the things we have. We want to obey! In Jesus' name, Amen!" (If you taught the children the "Morning Prayer", Page 86 of the Story Book, during the last group of lessons, follow your prayer by the repetition in unison of the "Morning Prayer".) Then have the class repeat in chorus both the topical and lesson memory verses.

HOMEWORK

Prepare, in the usual way, the lesson for next Sunday, and assign it for home study. Ask the children to talk over to-day's lesson with mother, and to think about how much they really want to be God's friends, God's children, who need not be ashamed to meet him, when he comes to talk with them—in their hearts! And, of course, no little boy or girl in your class would ever think of *being such a coward as to blame his or her wrongdoing—disobedience—on someone else!* Each must bear the brunt of disobedience for himself or herself! And each must choose to do the right! Can you put these lessons across so that they will "go home" with the child? Try!

Illustrative Material: The pictures for illustrating the lesson story have been suggested in the notes concerning the story telling.

Suggested Hymns: "Trust and Obey", The Bible Story Book, Page 96.
"Morning Prayer", No. 2, Songs for Little People.
"Little Feet, Be Careful", The Bible Story Book, Page 38.

LESSON 37

Theme: OBEDIENCE

WHAT HAPPENED TO A DISOBEDIENT SON

The Bible Text: 2 Sam. 18: 29-33.

The Topical Memory Verse: "To obey is better than sacrifice."

The Lesson Memory Verse: "Jehovah knoweth the way of the righteous; but the way of the wicked shall perish." Ps. 1: 6.

Extra Memory Work: The Fifth Commandment.

To the Teacher: To grown-ups the lesson to-day has more than one angle for thought. There is no direct sequence between it and last Sunday's for story fact, but much for spiritual content. A much thought about and discussed doctrine is that of "Original Sin", rooted in the disobedience to God's command, of the first woman and the first man. Surely this doctrine cannot mean that you and I are to be punished for the disobedience of Adam and Eve! But it must mean that the first sin was the beginning of many sins. Mankind became sinful in its childhood, and continued sinful, and gradually it became easier and easier for the children, and for their children, and so on and on, to sin, until the infection of wrong-doing took on the gravity of a plague. And so sin and shame have become a kind of world inheritance from which there is no escape except through the grace of the Second Adam, Progenitor of a new race, triumphant over sin and its consequences. It is an untold blessing to us, to live after the time of the advent to earth of our Saviour, but there has gotten to be a danger in our day of so anxiously declaring his salvation, that the righteousness of God is almost lost sight of. Folk seem to suppose—some folks—that asking God to forgive sins each night is all there is to the regeneration of the soul, and so the sins of commission and omission are "shoved off", somewhat like taking off a pair of shoes, and "put on" again for the next day! When the prophet said to king David: "The Lord also hath put away thy sin", it may have sounded as if, in forgiving him his wicked deed, God also let David go scot free of every consequence of his sin. But history does not support that "sound."

God did forgive David. David came out of his bitter experience a cleansed and holier man. But he had to suffer much because of the wrong he had done. The little child, to whom he had no right of fatherhood, died. All his life Joab bullied him, for Joab knew the secret of Uriah's death. And then came to David, too, the bitter knowledge that his sons were following in their father's footsteps, sowing wild oats. The most bitter blow was Absalom's treachery. Certainly David's sins "returned to roost!" Disobedience to God's righteous will is disastrous not only to the disobedient one, but to his heirs and his environment! How many broken hearts might be spared if parents were obedient unto God, if teachers were obedient unto God, if children were obedient unto God! If we, who have come to know Jesus as personal Saviour and Friend, would *obey* his commandments in fact and in spirit!

The Lesson Approach: Ask the children if they talked with mother during the week days about obeying God's voice. Have they talked with God about it? Suggest that they talk with God about it now—in class. Then lead the children's thoughts in a short spontaneous prayer, asking the heavenly Father to let his voice be heard in the hearts of the little boys and girls, and thanking him that he has so wonderfully made the human heart that can enter it and speak his will. Sing: "Trust and Obey."

THE LESSON STORY

Ask the children to repeat the Commandment about honoring father and mother. God, in his loving care for boys and girls,

has given them mothers and fathers. Mothers and fathers as a rule try to help their boys and girls grow in wisdom and stature, and in favor with God and man. But sometimes boys and girls, who have such good fathers and mothers, forget to obey and honor them. To-day's lesson story from God's Book, the Bible, tells about a boy who forgot to obey and honor his father. Nor did he live long in the land! No, something very sad happened to him while he was yet a young man. Vary the usual story-telling regimen by telling the lesson story to the children.

THE MEMORY VERSE

King David wrote a prayer psalm, when he was fleeing from his son Absalom's army. It is the *third* Psalm in God's Book—in the collection there of Psalms. When you are older and can read it for yourselves, you

will want to do so. But king David wrote other Psalms. It is thought that he wrote the First Psalm, from which our lesson memory verse is quoted. "Righteous" men "right-doing." Those who *obey* God's commandments *are righteous, do right*. The wicked are those who *disobey*, who do *wrong*. They *perish*, which means they are done away with, it goes them ill, they die. Let us repeat together our memory verse.

HOMework

Read, and assign next Sunday's lesson for study at home. Ask the children to tell mother to-day's lesson story. Perhaps, they would like to assure both her and daddy that they never want to cause them grief, like Absalom did his father? Perhaps, they will want especially to ask God to help them to honor their fathers and mothers?

Illustrative Material: Contrasting with the lesson picture, pictures of modern boys and girls giving joy to their parents, pictures of happy parents, of happy home-life, have suggestive value in teaching the lesson of obedience to parents.

Suggested Hymns: "Trust and Obey."

"Morning Prayer", No. 2, Songs for Little People.

"I Want to Hold Mother's Hand", No. 45, Songs for Children.

LESSON 38

Theme: OBEDIENCE

WHAT IT COST TO OBEY

The Bible Text: Daniel 3.

The Topical Memory Verse: "To obey is better than sacrifice."

The Lesson Memory Verse: "We must obey God rather than man." Acts 5: 29.

Extra Memory Work: The Fourth Commandment.

To the Teacher: Tolstoy said that when he did the will of God he found God! Earnestly thinking souls feel the purport of that assertion. It is a great adventure to obey God, when we obey him without counting the cost. To obey God in the face of temptations is accomplishment that has its thrills. For, as someone has aptly said, the Lord's Prayer, summoning us to obedience to God's will—that his will be done on earth as in heaven—sums up "the last lesson of divine discipline rather than the first impulse of human nature."

Early in life man begins to know his *own* will and to use it. Early he begins to exercise the power of choice between good and evil. Early begins, too, his struggle—the struggle of the human will with other human wills. Oh the millions of wills that are broken, cowed, misdirected, misdriven, contorted, until the imperative of conscience itself is lost, and misshapen lives strew the world! Yet, the salvation of souls but means the bringing of human wills into harmony with God's Will.

The cost of obedience to the little child is quite a different cost than that to the hardened law-breaker. No time for soul salvation is more golden than childhood—when *will*s are plastic, emotions tender, imaginations pure! There is a cost to the child to obey, sometimes,—a cost of pride, of convenience—it is true. But he is not habit-bound in his prides and conveniences. His imagination, fresh as a mountain spring, gurgles joyfully at any adventure that doing God's will calls forth. The story of the three Hebrew princes, *who had learned obedience to God's will in childhood, and knew it so well that they dared defy the com-*

mands of a tyrant, who had always had his own will about things, is a charming tale of high adventure in obedience.

The Lesson Approach: Teach the *Fourth* Commandment. Then ask for the repetition of the first *five* of the Ten Commandments, and follow this drill with the praying of The Lord's Prayer. The Commandments indicate God's will for man's faith and conduct. The Lord's Prayer voices man's desire for the perfection of God's will among men. In all simplicity of language and manner try to make your little pupils feel these fundamentals of obedience. Then remind them that last Sunday's lesson dealt with the consequences of disobedience — the results that followed a son's disobedience of his father's will. Soon we shall hear a story quite different—a story about three *good* boys, who obeyed the teachings of their fathers, even when far away from home.

THE LESSON STORY

It costs to obey some times. It costs *effort* to do the good things one ought to do. But never have any of the children in the class had to pay such a price, put forth such effort to obey God, as did the three princes in that long ago time, about whom our lesson story to-day narrates. Turn to the lesson story picture on picture roll, or in the Story Book, and ask the children to tell its story.

THE PRAYERTIME

The three boys, who had to go through the fire furnace in their obedience to God's

will, surely talked often with God. And God talked with them—talked through the medium (by way of) his voice in their hearts. Have you heard God's voice in your hearts? Have you heard his voice talking in your heart when you have been disobedient? What has that voice said then? Have you heard God's voice in your hearts when you have done right—when you have been obedient? What has it said to you then? Let us talk to God now. Lead the children's thoughts in prayer: "Dear heavenly Father, we thank thee for the gift of our free wills. We thank thee, too, for the gift of thy voice in our hearts. May we find great joy in listening to thy voice, that our wills may be hallowed, may be made holy unto thee.

Help us to obey thee even when others do not; yes, even when those about us may laugh at us, or try to hinder us. We would rather obey thee than man. We long to obey thee, not because we are afraid of punishment, but because we *love thee*. Forgive us our sins. Bless our wills. In the name of Jesus, who obeyed thee though it cost him his life, we ask this. Amen."

HOMework

Encourage the children to talk with mother about obeying God's voice. Prepare them for the home studying of next Sunday's lesson story and memory verse.

Illustrative Material: The lesson story picture.

Suggested Hymns: "Trust and Obey."

"Morning Prayer", No. 2, Songs for Little People.

"Dare to Be Brave, Dare to be True", No. 175, Hymnal for American Youth.

LESSON 39

Theme: OBEDIENCE

THE REWARD OF OBEDIENCE

The Bible Text: Daniel 1: 3-20.

The Topical Memory Verse: "To obey is better than sacrifice."

The Lesson Memory Verse: "And whatsoever he doeth shall prosper." Ps. 1: 3.

Extra Memory Work: "Thanks—After Meals":

"Father, we thank thee for our food;
Bless us; help us to be good."

To the Teacher: It is human to look for tangible rewards for well-doing. Is it because of the law of compensation that seems to swing its immutable rule over the universe, or is it because of the promises of reward in the Word of God, or both? I believe both! And yet, should we not beware to make "rewards" a motive for redeeming our desires from evil and turning them too good? Do we not defeat the very heart of our Christian faith if we bait it with the prospects of reward for goodness and punishment for wrong-doing, rather than with the love of God, who like a father, gives us the discipline both of punishment and reward? The reward of obedience unto God is not some *thing*. It is a *state of being*. We may give the obedient child a stick of candy for being good. But the stick of candy is really not the child's reward for goodness. His reward is within himself, in his state of being—that feeling of gladness over well-doing, that strengthening of his will to obey, that makes him a little conqueror. The candy is only the sign of our approval of him. Our real approval of him is in his heart, in that sympathetic knowledge that he has done right in our sight. Surely heaven must mean to God's children the state where everyone delights in pleasing him. The promise of golden streets, and crystal rivers, of twelve-fold fruit, and many mansions, is promise of glorious reward, but it does not eclipse the real compensation of the servants of God—that they shall see his face—look him in the eye, so to speak, because they have learned to obey his will, learned the perfect state of harmony

with him. It is not easy to teach little children this abstract secret of true happiness. For little children think in concrete terms. The teacher's own spirit must subtly enter the lesson about things and so manipulate them that somehow the child will come to feel that it was not only Daniel's and his companion's handsome faces and brilliant minds that were their rewards for obedience to God's will about their food, but that beautiful spirit of harmony in their hearts—of gladness at doing God's will—that counted more.

The Lesson Approach: Sing for the children Frances Havergal's beautiful hymn: "Take my life and Let it be Consecrated, Lord, to Thee." Then talk with the children about doing God's will—obeying him—in the little every day things of life. The three boys in last Sunday's lesson story had learned that secret. That was the reason they could stand up when the great test came and they had to go through the fiery furnace. Tell me some of the little ways in your every day life in which you can obey God, obey mother and father and teacher. They seem small ways, but they are really big ways, for it is by these ways that we grow each day. Do you think it is important to eat and drink as God would want us to do? He has given us food. Talk briefly about some of the ways in which God gives us food. Men have some times spoiled the foods that God has given us. They have disobeyed his rules of nature about food and turned them into harmful forms, so that to eat them that way would make us sick, per-

haps, or dull our minds. Strong drink is one such harmful form of food. Richly cooked food are others. And eating too much is harmful. Perhaps we sometimes wish we had other than the plain, good food that mother cooks! Maybe we long to eat pastries and sweets to our hearts content? Would that be harmful? Would it be disobeying God to shun the plan, good food that mother cooks? Would it be disobeying God to want to fill up with sweets? Would it be disobeying God to eat too much? To drink strong drink? Let the children answer these questions in their own way. What do the children suppose happens when we obey mother and eat the good, plain food, and eat moderately? Does that pay?

THE LESSON STORY

Boys and girls sometimes do not think it matters whether they are careful to obey God in the little things of every day life; whether it is important that they are temperate and clean and thankful and polite, and all that! They sometimes wonder if it pays to be so particular. But to-day's lesson story from God's book, tell us about some boys in the long ago time, who thought it was very important to obey God's rules of health. And they found out, too, that it paid them to be particular, to do as God was pleased to have them do. ———, (call on one of your pupils by name) how many boys were there in that little group our lesson story to-day tells about? Who were they? What were they to be when they grew up? ———, (call on another child by name): Who looked after these boys' bringing up? What kind of food did he say they should have? How long were they to live on this kind of food? Continue to ask similar questions, calling on as many children as possible during the story period, and "building up" the lesson-story in that manner. Then hang up the lesson picture before the class

and ask the children to identify the characters in it, and discuss again the result, the reward to the four young princes, of their obedience to God's will for simple and clean lives.

THE MEMORY VERSE

In connection with the story of the disobedient boy, who nearly broke his father's heart, we studied a memory verse, taken from the First Psalm. Let the children repeat that verse, comparing the way of the righteous and the wicked. Then tell them that to-day's memory verse is from the same Psalm. It is about the righteous man, the one who obeys God, the one whose way God knows. Everything that he does will "go well", "come to good",—that is the meaning of the word *prosper*. Let each child repeat the verse.

HOMEWORK

Teach the "Thanks—after Meals", and assign it for homework. No doubt, most, if not all, of your pupils know a "thank-you" for meals, which they repeat to the heavenly Father each mealtime. Let them tell you these before you teach them the "new" one. Daniel and his companions surely thanked God for every meal—yes, for the vegetables and the water, and all the good things that he blessed them with. Also, tell the children that next Sunday's lesson initiates a new topic, with a new topical memory verse, and the remaining five of the Ten Commandments to learn. Read the new lesson story and lesson memory verse to your class and ask the boys and girls to learn them, too, during the week. So there will be a bit of the old lesson and a bit of the new to learn—that is the way we build up knowledge, going from the old to the new, step by step. Like Daniel and his companions, we grow wiser each day, trusting and obeying and loving God!

Illustrative Material: The lesson story picture, used as suggested in the notes concerning the lesson story.

Suggested Hymns: "Trust and Obey."

"Lord, Take My Life and Let It Be Consecrated, Lord, To Thee",
No. 166, Hymnal for American Youth.

"God Will Take Care of You."

LESSON 40

Theme: REVERENCE

REVERENCE BEFORE GOD

The Bible Text: Isaiah 6: 1-8.

The Topical Memory Verse: "Worship Jehovah in Holy array." Ps. 29: 2.

The Lesson Memory Verse: "The place whereon thou standest is holy ground." Exodus 3: 5.

Extra Memory Work: "Thanks—After Meals", and The Sixth Commandment.

To the Teacher: Is our time particularly irreverent of holy things because it is a time when self-will and disobedience to God's voice seem to abound; or, is it a self-willed and disobedient age because folks have abandoned, to a big extent, that reverential respect for church and priest and holy ritual that characterized our forefathers' religious attitude and expression? It should certainly follow that the one we reverence would be easy to obey. He who has our respect and love, whose superiority to ourselves we distinctly feel and admire, should certainly not have to plead for our obedience! No! Reverence and obedience are side-partners. Nor does reverence imply *awe* and obedience wrung from us because of awe! The heathen have *awe* for their gods, but that can hardly be called reverence for them. They *fear* the wrath of their gods, and stand at attention before the idols that represent them. But the Christian's God is different! The Christian has truly a sovereign God, but he is not a Sultan! The Christian's God is a *King of Love*! He kindles love in the hearts of his subjects, a love deep and beautiful that transcends all human frailties and *lifts* man's heart *up* to his! Such is the *redeeming* love of our God that inspires reverence. The soul of man must feel that redeeming love upon it before it can know the meaning of true reverence and serve the Lord obediently and unselfishly. That love renders reverence before God more than ceremony, more than symbolism. It makes the reverence we bear him a *passionate love* for him.

Try so to teach this classic story about reverence for God solemnly, yet gladly, earn-

estly, yet buoyantly, that the little children in your class will feel a great *urge* in their hearts for cleans lips and pure heart, and *the charm of a life spent in service unto Jehovah!* There can be no reverence for anything on earth or above it, until the human heart gets right with God, the Creator, Maintainer and Redeemer. Even a child can come to know that!

The Lesson Approach: Sing again the hymn suggested in connection with last Sunday's lesson: "Take My Life and Let It Be Consecrated, Lord, to Thee." Perhaps the children would enjoy learning the words of the first verse of that beautiful hymn, so that they can sing it with you? Teach it. Talk about the meaning of the words. Talk about the feeling that comes into the heart when we come to service in God's house, sing hymns of consecration, listen to the reading of God's Word and the telling of stories from his Book. Do we like to come to God's House? How do we behave when we are in God's House? If we have been naughty, disobedient, unkind, untruthful — what then of our feeling as we come before God to worship him in his Home? Much the same, perhaps, as when we have disobeyed mother and come to her to talk it over? Mother, it is true, cannot always know about our naughtiness—not unless she has seen us misbehave or heard us tell an untruth. But God knows all about it, whether we confess it or not. Why? Because he, our heavenly Father, sees our heart, reads our thoughts. Everywhere that we stand is holy ground—for there God is! We cannot stand anywhere, or go anywhere, where God cannot

see us! Close the pre-lesson talk by singing for the children the first verse of: "Holy, Holy, Holy, Lord, God Almighty!" Let the children then hum over the melody with you.

THE LESSON STORY

Boys and girls learn many lessons in Sunday school. But, perhaps, one of the sweetest lessons they learn there is *reverence—a loving respect*—for God. They learn to know that *God is very near to them*. This is a lesson God has taught his people in all times. He has had to teach it in many different ways. But always have the people come to know the wonder of his love and their own shortcomings, and longed to be forgiven their sins and made fit for service for him. So it was in the long ago time when lived the young man of whom our lesson story tells. What was this young man's name? Tell me about his vision! What did the wonderful vision make him feel? What did he say to God? How did God show him that his sins were forgiven? What did he hear God's voice saying? What special work did God have for him to do? How did the young man reply to God's request for a messenger? How would you, do you think, have answered God's voice, if you had been he?

Illustrative Material: The lesson story picture, (Isaiah is there, but his vision is not pictured. That will loom in the *imagination* of the child. The children will see Isaiah's vision as the lesson story relates it, and each child will see it his or her own way, better than any artist could paint it).

Pictures of children and grown-ups worshipping in God's House.

Suggested Hymns: "Lord, Take My Life and Let It Be", No. 166, Hymnal for American Youth.

"Holy, Holy, Holy", No. 12, Hymnal for American Youth."

"Lord, Teach a Little Child to Pray", No. 63, Songs for Children.

THE PRAYERTIME

Sing together softly: "Lord, teach a Little Child to Pray." Then reverently ask God's blessing upon the little ones in your class, that they may, like Isaiah, come to know God and to serve him in "holy array."

THE MEMORY WORK

Call for repetition of the "Thanks—After Meals", that you asked the children to learn during the week. Teach and explain the meaning of the topical memory verse and the lesson memory verse. The Sixth Commandment is easy to master. Let the children repeat it.

HOMEWORK

Studying the stories and memory verses from God's Book should be done in that truly reverent — worshipful — spirit that makes us feel we are in God's presence, dealing with things holy unto him. Give the children this idea as you ask them to learn next Sunday's lesson story and memory verse, also the next Commandment — the seventh one. Remind them, too, that *home is "holy ground"*; ; so is school and playground. For God is with us everywhere and sees us at home, at school, at work, at play, as well as in his House, the Church.

LESSON 41

Theme: REVERENCE

REVERENCE FOR GOD'S BOOK

The Bible Text: 2 Kings 22: 8—23: 3.

The Topical Memory Verses: "Worship Jehovah in holy array."

The Lesson Memory Verse: "Thy word have I laid up in my heart, that I might not sin against thee." Ps. 119: 11.

Extra Memory Work: The Seventh Commandment.

To the Teacher: Your editor has always had a reverence for the Bible. In childhood it was the respect for the Book that mother taught, and teachers preached,—an awed, traditional respect, that would have made a torn page or a pencil mark in the sacred Book a punishable crime, indeed. Then came the time when memory verses were learned from its precious pages, and such was my reverence for the Book, that I dared not miss a word, or mispronounce one, for fear of hell fire—for had I not been told that to add or subtract one word of the sacred Scripture put me under the penalty of death!!! Gradually that feeling of awe changed to one of wonder, as I grew familiar not only with the text but with its meanings. And by and by came love and tenderness for the sacred Word. It became ever a source of interrogation for me, of surprise, of thrilling adventures, of beautiful language, and of strength for daily life. And when, in my grown-up years, I became a student of the Bible, not only of the Bible text itself but of its history in the making, delved into sources and the world of events that surrounded its compilation and preservation, my reverence for the Grand Old Book knew no bounds. As I now humbly try to teach it—teach it to little children—I sometimes feel so overwhelmed by the beauty and depth of its gloriousness that the word *reverence* is inadequate to express my feeling of wonder for it! To me it is the universal language! Intelligible to that universal race of men—the saints! And the remarkable thing about it is, that the more familiar one becomes with the Bible, the more reverent one grows, not only in the

presence of the Book itself, but of all in the universe that is touched by its message. In the light of the Holy Scripture even the most prodigal human heart reveals something that can be revered—a spark of holiness that can be redeemed. Is not the very center of the Holy Writ *he*, to whom every knee shall bow and every heart pay homage? Is not that the secret of all reverence? Nor will that reverence ever become static nor stagnant! It must go on and on and on. I believe with Mr. Darlow, of the British and Foreign Bible Society, that we shall have the Bible in heaven, and that the 103rd Psalm shall be the hymn of the saints in Paradise!

The Lesson Approach: Sing: "Holy, Holy, Holy, Lord, God Almighty." Let the children hum as you sing, and by and by teach them the words. Then talk with them briefly about the feeling of love and wonder and trust before God in their every day lives. When we have a great love and respect for anyone—as we have for mother and daddy, for instance,—we try very hard to have respect, too, for the things that are theirs, and for the words which they speak, do we not? No little boy or girl would think of taking a book that mother likes and is careful about, and tear it, or smut it up with fingermarks, or throw it away. No indeed! We are careful about mother's things, because we love mother and respect her. Children, I have a book here, which belongs to me and to one other. Hold up the Bible. Can you tell me to whom else, besides me, it belongs? Yes, to God. For while I have bought the printed book, you see here, with its nice black leather cover,

and its gilt-edged edge, God has really given it to me. The words that are printed on its pages are given to me by God. Many years in the long ago, God let men, who were his helpers and friends, write down these words and collect them into chapters and books and keep them and care for them and let them come out to be read by many. It is a very long story, the story about how we got our Bible. And it is a very interesting story, too. When you are older, I know you will want to read that story for yourselves. And you will want to read every bit of the Bible itself.

How many of you know that there is a Bible in your home? Who reads it? Do you ever look at it? Are you careful when you do, so that you do not tear its pages or mark them up with dirty fingers? Do you ever talk to mother about the Bible? Does she ever read it to you? Does daddy? Maybe, you'd like to ask mother to read in the Bible every day for you. Or daddy, for he may have more time to read to you than mother has? The stories that we tell in Sunday school come out of God's Book, the Bible. They have been put into your Story Books, because that is an easier way for little children to read and understand them. But as you grow older, you will want to read these stories right from the Bible pages. We must always remember that God's Book is the *greatest* Book in the world, and that it should be loved and revered.

THE LESSON STORY

There are folks today who do not feel about the Bible as you and I do. They never read it. They do not speak well of it. And in the long ago time there were people, too, yes, among God's own children, who were not always reverent about his Word. In

those days God's Word was not written or printed in book form. The Bible books were written by hand on long rolls of skin, and sometimes on long rolls of a material that resembled our paper. They were not so easily handled as our book Bible, for they had to be rolled on sticks, and it took a good deal of room to keep them. The Bible writings were kept on these scrolls in the temple. Our lesson story for to-day tells about a time when the scrolls were lost and the people forgot God's laws and God's ways. Let us tell the story!

THE MEMORY WORK

Why do you suppose mother and daddy and I are anxious for you to put Bible verses—verses from God's Word into your memories, so that you can say them by heart? Let the children tell their reasons for this. How long shall we remember these verses? Yes, always! We want to repeat them every day, keep laying them up in our hearts! Let us repeat our lesson memory verse. Let us repeat, too, our topical memory verse. Let us say together the Seventh Commandment. It means that we should have *reverence* for the married life, that men and women should respect the *home* life and be true to it. One cannot explain "adultery" understandably to a little child in any other way, than to give him the idea that God wishes men and women, boys and girls, to be clean and honorable in their relations to the institution of the home).

HOMEWORK

Assign next Sunday's lesson for study at home. Encourage the children to ask mother to read from God's Book to them—read from it every day.

Illustrative Material: The lesson story picture.
The Bible.

Pictures of mother and father reading to their children.

Suggested Hymns: Holy, Holy, Holy."

"Lamp of Our Feet" (4th stanza), Page 23, in the "Worship Program" section of the Hymnal for American Youth.

"Jesus Loves Me", No. 18, Songs for little people.

LESSON 42

Theme: REVERENCE

REVERENCE FOR GOD'S DAY

The Bible Text: Exodus 16: 22-30.

The Topical Memory Verses: "Worship Jehovah in holy array."

The Lesson Memory Verse: "This is the day which Jehovah hath made; We will rejoice and be glad in it." Ps. 118: 24.

Extra Memory Work: The Eighth Commandment.

To the Teacher: Remember the sabbath day, to keep it holy! That is the fourth of the Ten Commandments. Does it have any significance for you, dear teacher, that the fourth Beatitude, one of the laws of Christ's kingdom, should read: "Blessed are they that hunger and thirst after righteousness: for they shall be filled!" I mean by this question to awaken a thought in your heart as to the comparative significance of these laws—the one that was uttered "of old", and the one that "Jesus saith unto us." As I have studied the lesson for the Primary and Beginners' Departments, illustrating "Reverence for God's Day", I have felt a deep sense of similarity of meaning in these two verses. Human nature seems ever the same, and history repeats itself! Greed, the perverting of our Godgiven instinct for self-preservation, made the Children of Israel forget God's Day in their mad scramble for bread. The same sin makes Christians today forget to keep the sabbath, and every other day of the week (for God has given us the whole of them), holy unto him. The hunger for possession of material benefits, and the thirst for satisfaction of the soul by wordly means, overwhelms mankind to the extent that they suppress every vestige of hunger and thirst for spiritual things and the fruits of the spirit.

And "he that seeketh shall find!" That for which man strives determines his reward. Surely God did not issue the Fourth Commandment, or any of his commandments to mankind, merely to exercise his authority. He commanded man to do his Will for man's own good. When we teach little children the need of reverence for God's Day, we

must not give them the idea that God is a strict and stern mentor. "Sundays Blue Laws" may be a necessity for community regulation, but the children, who have been inspired to keep God's Day as a day of special service unto him, because they love God, will need no "Blue Laws" to keep them from using their leisure time selfishly, any more than they need "Blue Laws" to make them look upon honest toil as a necessity for keeping the bread larder filled. So inspire your little pupils through the mediums of instruction in the Sunday school and home, and by your own example, that they will "rejoice and be glad" to keep the sabbath day holy, and not only the sabbath day, but *every day*. So inspire them with a love for God that they will as naturally hunger and thirst to please *him* in their lives, to honor and obey *his* commandments, as they hunger and thirst for the elements that nurture their physical beings. For pure religion and undefiled" (and the sabbath day is only one-seventh of our weekly religion!) does not consist merely of songs and sermons, church-going and money contributions to worthy causes, but of "ministering to the afflicted", (doing good), and "keeping oneself unspotted from the world" as we move among the material things of every day life (being good, being righteous). Only by doing and being right, can we forget greed and remember to be holy. We must eat on the sabbath. We must employ material means to come together to worship God, and to minister unto others. The lesson that God wishes to teach us does not hang upon fasting, or upon abandoning the means of transportation, or of offering, or of praise, but

upon the hunger and thirst of our spiritual life, which needs one day in seven for special strengthening and edification, that we may grow glad and strong and beautiful in the God-ward life.

The Lesson Approach: Teach the Eighth Commandment. It is short and "to the point." Let the children tell you what they think stealing is. "Taking things that do not belong to us", is the most likely conception they will have, and the true one. It is really "taking things that belong to others", depriving others of their rights and their possessions. How do boys and girls, who steal, do it?—in the open, where everybody sees it? No, not likely. They "sneak" about it, as we would say. And that makes the taking of things from others so much uglier. No good boy or girl would even think of doing it. And the boys and girls in this class are good, are trying to be good. We would not take anything from mother or father, or sister, or brother, or teacher, or anyone, without permission, because we *love* these people. We *love* our parents, our sisters and brothers, our relatives, our teachers, our playmates, our schoolmates and our neighbors. We have respect for them. We revere them—which means that we respect their rights and the things that are theirs. Revere is the "action word" for "reverence". Last Sunday we had a lesson about reverence. Who remembers last Sunday's lesson story? Yes, we all do! It was about "reverence for God's Book." To-day our lesson is about reverence for God's Day. *God's Day!* To whom does the day, we call God's Day belong? What day of the week is it? How many days are in a week? Whose are the other six days? Children, *every* day is God's Day and because every day is his day, it is also our day. For God, you know, our heavenly Father, and the earth for *us*. He gives us the days and the months and the years, just as he gives us everything else that we have and enjoy. But, in the long ago he appointed—set aside—one of the

days of the week as a day of rest, a day when men and women, boys and girls, should not work as they do every other day of the week, should not play as they do every other day of the week, but should come together especially to worship *him*, think of *him*, and thank *him*. He did not mean that this rest day should be a sad day, oh no! He did not mean that it should be a day, when we might not eat or drink or move about, oh no! He meant that we should be glad of it! He meant that we should have what we need for our life and comfort in it. But he did mean that we should not "steal" it for our own selfish pleasure. We should keep it holy unto him. Let us repeat the lesson memory verse: "This is the day which Jehovah hath made; we will rejoice and be glad in it." Let us, too, repeat the fourth of the Ten Commandments—the one about the sabbath day. And let us say the memory verse for all the reverence lessons: "Worship Jehovah (God) in holy array (in the goodness and gladness of our hearts)." Then let the children march and sing: "Holy, Holy, Holy!"

THE LESSON STORY

In the long ago time God's people forgot to keep the Sabbath Day holy. They forgot this because they were greedy. Tell me the lesson story—the story in which Moses, the leader of God's people, had to remind them about keeping God's Day holy!

HOMEWORK

There is still another beautiful lesson about reverence that we must learn. It is reverence for God's House, the church, where we meet specially to worship *him*. Assign, with these advance remarks, next Sunday's lesson, read it for the children, and prepare them not only to learn the story and memory verse, but also to think for themselves about keeping God's House beautiful and holy unto him.

Illustrative Material: The lesson story picture.

Pictures that depict our modern ways of hallowing the Lord's Day—going to church, visiting the sick and sorrowing, singing songs of praise, etc.

Suggested Hymns: Holy, Holy, Holy."

"This is the Day", No. 51 (1), Songs for Little People.

"Sabbath Morning Bells", No. 3, Songs for Little People.

LESSON 43

Theme: REVERENCE

REVERENCE FOR GOD'S HOUSE

The Bible Text: Ezra 6: 15-21.

The Topical Memory Veres: "Worship Jehovah in holy array."

The Lesson Memory Verse: "Jehovah is in his holy temple." Ps. 11: 4.

Extra Memory Work: The Ninth and Tenth Commandments.

To the Teacher: As we reverence and cherish and love the heavenly Father, so we reverence and cherish and love his House. And in the wonderful object lesson his House gives us, we learn how to build for *him* a greater and more real temple—our own lives, ourselves, in whose hearts, in whose spirits he tabernacles. When that lesson has been completely learned, we will no longer need the object that has taught us it. The writer never beholds a beautiful church or cathedral without feeling a surge of reverence and beauty stir her soul. It stirs her like a fine picture, or a melodious poem, or a beautiful symphony of music. And nothing jars her sense of the beautiful like a noisy, irreverent atmosphere in the House of God. The room of worship may be humble and small, and lack the appointments of a beautiful cathedral, but it can always have the reverent spirit of one. It can always reveal God's majesty and holiness, the harmony and beauty that is his, and the peace and comfort and joy that he gives to his children who worship him in spirit and in truth. Make your little pupils feel this. You cannot tell them this in so many words. They must imbibe this from you. We hear much argument in our day concerning the "never closed door of the church." And the idea of the "never closed door" of God's House is indeed beautiful and significant. But that door should be open always to prayer and worship, to praise and meditation, to instruction in God's word and in the ministry of his service. Many churches have so broadly expanded the "open door" idea, that the church house has become a rendezvous for all kinds of affairs, moneymaking and otherwise, until the more seriously think-

ing children of God rightly wonder if the lash of Jesus, cleansing the temple, would not be justified to apply to them. Why should our worldly, shallow gossiping, the buying and selling of wares, the bartering and dickering with worldly performers, have any place in God's House? This thought is not offered hypocritically, but in humble spirit. "Jehovah in his holy temple", and there we should render unto him only that which is fitting to the spiritual life, which will help us the more to feel and cherish his presence and grow in the grace of his companionship.

The Lesson Approach: Keeping the sabbath day holy and reverencing God's house go very closely hand in hand. Talk with the children about the God's House in which they worship, in which they receive instruction in his word, to which their mothers and fathers come for spiritual refreshment. Talk about the service Sunday morning, Sunday evening, the prayer meeting, the song service. Ask the children to tell how they *feel* when they attend these meetings, if they do; which kind of meeting they like best; why? When we come to the home of a friend, we always are polite and thoughtful about our friends' belongings—the things that are in the friends' home. And we are always very polite and thoughtful about the things our friends say, and do, and we are attentive and courteous and grateful. God, our heavenly Father is our best friend. His house, the church, is a home. It is a gathering place for his children, his friends. Everything in the church home is sacred to God, is there for use in his service. The minister is his special servant. How should we be-

have in his House? How should we regard the things that are used for service in his House—the hymnbooks, the pews, the altar, etc., etc.? How should we use our eyes, our ears, our hands, our feet, our voices, in God's House? How should we *feel* in our hearts as we come to worship and to learn in the church and Sunday school? Close the informal talk with a short prayer: "Dear heavenly Father, thou art holy and good and above all else that we know and think and feel. We thank thee for giving us thy House, the church, and thy House the Sunday school, in which to worship and to learn of thee. Help us to remember to reverence thy House, and be glad and good as we gather there to pray and sing thy praises. We ask it in the name of Jesus, who taught us to pray: 'Our Father, who art in heaven, hallowed be thy name, etc.' "

THE LESSON STORY

It is difficult for us, who have always lived close to God's House and worshipped him there every Sunday and many other days, to think how it might be if we had no church, no Sunday school. Sometimes, perhaps, a little boy or girl growls because he or she has to go to Sunday school on a Sunday. Of course, good boys and girls would not do that! But suppose there was no Sunday school to go to! Then maybe, we would all be longing very much for the chance to attend Sunday school and be, oh ever so glad, if we could have one. In the long ago time, it happened that God's people for ma-

ny years lived far away from their homeland and from God's House. Indeed, while they were away from their land, the beautiful temple, they had built for God, was destroyed and ruined. Then, a time came, when God let them return again to their land. Now you may tell me what one of the first things they did upon their return happened to be. Then let the children retell the lesson story.

THE MEMORY WORK

Repeat the topical memory verse, the lesson memory verse, and last Sunday's memory verse. Commend the children who can repeat all three verses without prompting from you. Teach the last two of the Commandments—the ninth and tenth. They both concern our dealings with our neighbors. Folks who love God, love his Word (his Commandments), and reverence his Day and his House, find no difficulty in being kind and truthful about their neighbors and respecting their neighbor's belongings!

HOMEWORK

(If this day's lesson precedes the Easter lessons, by reason of the time for Easter's celebration being near at hand, make some apperceptive remarks to that end when you assign the Gethsemane Story for home study). Make the usual assignment of next Sunday's lesson for home study, reading the lesson story and topical and lesson memory verses to the children.

Illustrative Material: The lesson story picture.

Pictures of Churches, Cathedrals—interiors and exteriors.

Pictures of children and grown folks worshipping in God's House.

Suggested Hymns: Holy, Holy, Holy."

"This is God's House", No. 8, Songs for Little People.

"The Church", No. 9, Songs for Little People.

LESSON 44

Theme: EASTER LESSONS

JESUS IN THE GARDEN OF GETHSEMANE

The Bible Text: Matt. 26: 36-46.

The Topical Memory Verse: "The free gift of God is Eternal Life in Christ Jesus our Lord." Rom. 6: 23.

The Lesson Memory Verse: "My Father, . . . not as I will, but as thou wilt." Matt. 26: 39.

To the Teacher: One cannot quite grasp the deep and solemn mystery of Jesus' agony in Gethsemane, no matter how familiar one is with suffering, for there was something about the agony that transcends all human suffering. True, God's people can, in a measure, experience Gethsemane, for every Godward soul must suffer in a sinful world. The purer the soul, the deeper the sensitiveness to pain and the higher the courage to struggle for the salvation of lost souls, those souls that betray themselves and others to the devil. But, we must remember that in our suffering we are bound by so much that is mental and physical, as well as spiritual. With Jesus it was preeminently a struggle of the spirit. Jesus knew not fear. It was not for himself, for his fate at the hands of his countrymen, that he "sweated blood." It was for the cause, the great and wondrous cause that had brought him to earth from the glory of his Father, that he agonized and struggled. How had he not worked and loved to bring mankind salvation from its sins, and show the way to life and light and joy! But the people among whom he had labored and taught would not heed. Even one of his most intimate followers deserted him and became the betrayer. Would the other disciples remain true? Peter had made a great confession. He had spoken for his fellows. But Peter, too, had showed bravado, which the Master in the keenness of his divine spirit knew that Peter could not justify—Peter would deny him under the pressure of fear for personal safety. The others would flee, would scatter, would despair. How the Master longed for solitude—to be alone with his heavenly

Father and talk it all over with *him!* And how he did talk with *him!* And as he communed with his Father, somehow the great sinfulness of mankind seemed to overwhelm him. We cannot fully fathom it. Read Isaiah 53, as you prepare to think about this lesson. It will give you an inkling of what the Gethsemane night must have been to your Saviour. You and I find it hard many times to go the way of duty. How comforting and inspiring to know that Jesus, too, found there a difficulty! "If it be possible", he cried, "let this cup pass from me." May his answer to the agonizing protest of his soul—"My Father . . . not as I will but as *thou wilt!*", be our answer, too, to the temptation to turn from the path of duty. And may his kindly patience with the indifference of those who loved him to his suffering be ours when our friends fail to understand us.

The Lesson Approach: To-day's lesson is difficult of teaching to little children. But approach it from the standpoint of reverence and wonder. Eastertime is coming. It is a time that means much to all God's people, for we keep it and celebrate it in loving remembrance of Jesus' death and resurrection. We cannot understand it all—why Jesus, God's Son, had to suffer so much. He was altogether good and pure and holy, like God himself. But men forgot to reverence him, to listen to him, to obey his teachings, to love him. They were anxious enough to have him help them—to give them bread, and cure their diseases, make the blind to see, and the deaf to hear, and the lame to walk. But they did not want to become

good and righteous, like him. The leaders of the people were jealous of him. And so he was doomed to suffer and to die. But, one of the saddest things about it all, was that even his friends "went back" on him. One of his own disciples sold him to the enemies. Soon I will tell you the lesson story that you have studied during the week. But before that, let us pray the heavenly Father so to make us feel the beautiful lesson of the story, that even though we cannot fully understand it, we may come to know the wonder of Jesus' sufferings—suffering for the sins of all the world's people. Pray that God may bless the little pupils in your class, that they may "watch and pray" and become good, and reverent and obedient to God's will. Close the prayertime by repeating in unison The Lord's Prayer.

THE LESSON STORY

To vary the usual routine, and because the story of Jesus' suffering in Gethsemane ought not to be risked to the hackneying of "piecemeal" story-telling, tell the lesson story yourself. Tell it with that warmth of earnest feeling that surges in the true disciple's heart, as you see the agonizing Christ in that garden scene. Make the little boys and girls feel the intense beauty of Jesus' talk with his heavenly Father, and the exquisite courage that climaxes in the words: "Thy will be done." Show them the Master's disappointment over the sleeping disciples, but also his wonderful understanding and sympathy with their physical frailty. Carry the conclusion of the story a little further than the lesson story book does. Tell the children of that disciple, one of the trusted friends, who betrayed him, and make them feel the shame of such an act.

Illustrative Material: The lesson story picture.

Suggested Hymns: "In the Cross of Christ I Glory", No. 155, Songs for Children.
"Jesus Loves Me", No. 121, Songs for Children.

THE MEMORY WORK

Teach the topical memory verse and the lesson memory verse, explaining their meanings. Then teach the words of the topical hymn: "In the Cross of Christ I Glory." Explain the words of the verse in somewhat the following way:

"In the Cross of Christ I Glory" means: I rejoice, I am glad, that Jesus was obedient unto God's will and to die on the cross for me and all mankind.

"Tow'ring" means: towering—rising up like a tower, rising above.

"O'er the wrecks" means: over all the things that have gone to pieces, been broken down, forgotten.

"Of time" means: through the years.

"All the light of sacred story" means: that the whole Bible, which is like a light to us and a sacred—to be kept holy—story.

"Gather round the cross sublime"—points the way or gathers around the story of the cross of Jesus to show us the meaning of God's gift of his Son, Jesus Christ, to the world.

HOMEWORK

Next Sunday's lesson is the story of Jesus dying on the cross. Full of suffering, as it is, beyond the comprehension of the little child, it has a wonderful fascination for him. The writer has tested this point in her story telling work and picture work among little children, and when the little boys and girls have been asked to pick up the picture or the story that they like best among a group of stories including the "crucifixion story", they have invariably selected it. Assign the learning at home, during the week, of the memory verse for the lesson and the story. Ask the children talk with the mother about them.

LESSON 45

Theme: EASTER LESSONS

JESUS DIES ON THE CROSS

The Bible Text: Luke 23: 21-54.

The Topical Memory Verse: "The free gift of God is Eternal Life in Christ Jesus our Lord." Rom. 6: 23.

The Lesson Memory Verse: "Christ died for our sins according to the Scriptures." 1 Cor. 15: 3.

To the Teacher: Read the passion story intervening between last Sunday's lesson scene and the scene of today's lesson. Read the whole of it in all the Gospel versions. For in last Sunday's lesson we left Jesus in Gethsemane at the moment he awakened the sleeping Peter, James and John to face the enemy troop that had come to arrest him. Jesus probably heard and saw the oncoming soldiers even before he left his place of prayer to wake the disciples. And his first thought was of them—of the danger to them. "Rise! wake up! He that betrayeth me is at hand!" was undoubtedly said by Jesus in a tone of alarm for the three who slept peacefully unaware. Judas had well chosen the time to make good his bargain with the priests and scribes. He knew the prayer habits of his former Master. He knew his favorite place of retirement. He also knew the propensity, most likely, of his fellow disciples to sleep in the quiet of the garden, after a day of journeying and toil.

There is no sadder picture than the scene of a betrayal. What bigger sin than disloyalty to a righteous cause and a righteous leader? Throwing off his disguise, Judas traitor to the greatest cause humanity has ever known, to the greatest leader that mankind ever can know,—came forward from among the glare of flashing lights, the din of rumbling voices, the conglomeration of faces, the weapons of the Sanhedrin police, and pushed aside the youth, who in his white night robe apparently had run to warn Jesus and the disciples of their impending danger. Judas—infamous Judas—did not stop before the great Master in reverence! Oh no! Rudely pushing Peter to

one side, and looking contemptuously at the frightened faces of James and John, he approaches Jesus with a kiss, the agreed signal to the police that Jesus was "the man" whom they should seize. With the usual suavity of a traitor, Judas greeted Jesus in a friendly way and said: "Hail, Master!" Can't you fathom the pain, the unspeakable pain, in the Master's voice as he exclaim: "Judas, betrayest thou the Son of Man with a kiss!"

Read on and on! Follow Jesus to the halls of trials; watch the disciples forsake him; deny him; hear the false witnesses, the anger of the high priest; behold the meekness and silence of Jesus before his questioners; his trial before Pilate—the majesty of Jesus before this coward and superstitious wretch; and the verdict of death!

The Lesson Approach: The lesson approach and the telling of the lesson story needs must be nearly one and the same in the treatment of to-day's theme. For there is hardly anything in human experience, that would make an adequate point of contact from which to emerge the lesson story. Sing for the children Alexander's immortal hymn: "There is a green hill far away, without a city wall, Where our dear Lord was crucified, Who died to save us all." (Can be found in "The Hymnal for American Youth"). Then let the children tell the "Story of the Cross"—tell what the people shouted in the streets of Jerusalem and in the judgment hall as the governor tried to free Jesus; tell how he was delivered over to the cruel soldiers while another—a very sinful man—was allowed to go free; tell

how he had to carry the heavy wooden cross thru the city streets and over the hillside to the place of death; tell of the two wicked men who were crucified beside him and how they talked with him as he hung on the crosses, too; tell how Jesus prayed for those who nailed him fast to the cross; how he comforted the thief who prayed him to think of him; tell how the soldiers parted his clothes among them; how the people mocked and laughed; what sign was placed above the cross of Jesus; what happened as Jesus was about to die; his last words. The story is intensely dramatic! Its possibilities as a story that will deeply appeal to the child are many. Never let the retelling of it "drag" for a minute. If your group of children is not especially responsive to the retelling work, tell this story to them yourself. Close the story-telling period with prayer: "Dear God, our heavenly Father, we thank thee for sending Jesus, thy Son, into the world to save sinners. How it grieves our hearts, as we listen to the story of his sufferings! Dear God, we do not want to be like those who crucified him. Forgive us our sins and make us good. Make us loyal to Jesus. Make us love him more and more."

THE MEMORY VERSE

Have the children repeat the topical memory verse. Then teach the lesson memory verse. Christ died for our sins according to the Scriptures." "According" means "as

was stated, as was said" in the "Scriptures" (God's Word, the Bible). For in the long ago time, many years before Jesus came to earth to live and die to save us from our sins, the servants of God, the good men called prophets, had said in their sermons and in their writings that Jesus must die for the sins of mankind. That is what our memory verse means. And Christ did that! He died for our sins.

THE PRAYER TIME

Sing: "In the Cross of Christ I Glory", as the children take an attitude of prayer—with heads bowed and eyes closed and hands folded. Then lead their thoughts in a short spontaneous prayer, thanking God for the offering of his Son, Jesus, on the Cross, and pleading for forgiveness of our sins, for which he died.

HOMEWORK

Next Sunday's lesson is the most wonderful story in the whole Bible. I know you will want to learn it so that you can tell it in class, and tell it to your mothers and daddies, and schoolmates, and many, many others. It is the happiest story in the Bible. For it tells us that Jesus conquered death! There will be two memory verses to learn, the one for the topic and the other for the lesson, for both are Easter verses! Try to learn them!

Illustrative Material: Your editor would rather use as an illustration for this lesson a picture of the "road to Calvary" with "Jesus carrying the cross", for there is something about the picture of Christ on the cross that needs must remain outside the artist's realm. Besides, little children are very sensitive to it, and are apt to pay more attention to the picture than to the story. However, the skillful teacher can best determine for herself in this matter.

Suggested Hymns: "In the Cross of Christ I Glory."

"There is a Green Hill Far Aaway", No. 108, Hymnal for American Youth.

LESSON 46

Theme: EASTER LESSONS

JESUS RISES FROM THE DEAD

The Bible Text: Matt. 28: 1-10.

The Topical Memory Verse: "The free gift of God is Eternal Life in Christ Jesus our Lord." Rom. 6: 23.

The Lesson Memory Verse: "But now hath Christ been raised from the dead, the first fruits of them that are asleep." 1 Cor. 15: 20.

To the Teacher: Edersheim, in his "The Life and Times of Jesus the Messiah", arouses the reader's wonder concerning the thoughts about eternal life that may have filled the hearts of those who had followed Jesus most closely as he walked and talked among men. He says: "Did they, who had spent what remained of the daylight to prepare spices wherewith to anoint the dead Christ, expect his body to be removed, or did they expect perhaps in their sorrow even think of his words: 'I rise again?' On that holy Sabbath, when the Sanhedrists were thinking of how to make sure of the dead Christ, what were the thoughts of Joseph of Arimathea and Nicodemus, of Peter and John, of the other disciples, and especially of the loving women who only waited for the first streak of morning light to do their last service of love? What were their thoughts of God—what of Christ—what of the words he had spoken, the deeds he had wrought, the salvation he had come to bring, and the kingdom of heaven which he was to open to all believers? Behind him had closed the gates of Hades; but upon them rather than upon him had fallen the shadows of death! Yet they still loved him—and stronger than death was love!"

Dear teachers—we, like the loving women of those days of sorrowing for their Master, may not be able to penetrate the wonderful meaning of the atonement and the glorious fact of the resurrection of the Lord of life. Our little pupils certainly cannot do so—they have not yet the life experiences to force them to think deeply into mysteries for themselves. Our thoughts and theirs are often filled with wonderment akin to bewilder-

ment as we stand before the Gospel portrait of our Risen Master. But *love for him* is stronger than death! And *his love for us* is stronger than death! And so the resurrection lesson becomes very real to us and life eternal assured to us in that faith which love kindles in our hearts for the Living Lord!

The Lesson Approach: Let the children rise and sing: "In the Cross of Christ I Glory." Last Sunday we talked together about the saddest happening that ever happened on earth. We talked about the death of our Lord Jesus Christ on the cross. I am sure that had we been present on that sad day among the crowd of men and women and boys and girls that followed the way to the hill where the cross of Jesus stood, we would have felt very sad indeed—for we surely would have loved him then, as we do now. I believe that some, at least, of the disciples of Jesus followed him to the hill, too, and stood there with sad faces and grief-heavy hearts and watched their Master die. One of them, the disciple John, dared to come very near to the cross, in spite of the soldiers, and he had Jesus' mother with him, and some of the women who loved Jesus and had helped to make his life on earth comfortable. How it must have pleased Jesus that John had come so close! Jesus spoke to John from the cross and commanded him to take care of his mother. I am sure John was glad to take care of the sorrowing old mother of Jesus.

After Jesus' body was taken from the cross, it was laid in a new grave, cut out of the rocky side of a hill in a beautiful

garden that belonged to a rich man. The rich man, who owned this beautiful garden, was a friend of Jesus and he wished Jesus' body to be buried there. After the burial the friends of Jesus went away—some of them thinking to come back soon again with spices wherewith to anoint the body of Jesus. For that was a funeral custom in those days—something like the custom of bringing flowers to the dead in our day. But the enemies of Jesus—those who had crucified him—put a strong guard of soldiers around the tomb, and rolled a big stone before the opening. Now I know you will be anxious to tell me how Jesus' friends, the good women who were coming to anoint his body with spices, managed to roll away that big stone, or even get past the guard of soldiers!

THE LESSON STORY

Having thus told a story that leads up to the resurrection story, and given the pupils a little "problem" to unravel, they will be eager to tell you how the stone was rolled away, who guarded the grave when the women came with their spices, what happened to the dead Jesus, etc.

Close the lesson story period by singing an Easter song, such, for instance, as Charles Wesley's "Christ the Lord Is Risen Today." If you use that old, beautiful church hymn as your Easter song, the children might join

you in singing each "line ending", which is "Alleluia!" you, or some soloist that you may appoint, singing the words of the verses. It is very effective sung that way, and simplifies the work of teaching the hymn. But you must, of course, sing every line very plainly, so that the children get and understand the "hymn story."

THE MEMORY WORK

Teach the topical and lesson memory verses. Explain their contents simply and beautifully to the children, so that learning to repeat them will be truly an Easter joy! Pray together "The Lord's Prayer."

HOMEWORK

Do not "spoil" the impression that the Easter lesson has made on your pupils by making any detailed announcement of next Sunday's lesson. Just before you dismiss the class mention that next Sunday's lesson will commence a new topic, with a new topical memory verse and other new memory work, and perhaps the boys and girls will be curious enough to find out for themselves, during the week, just what they are, and "surprise" you next Sunday by knowing the new lesson story and the memory verses without having had them gone over during this session?

Illustrative Material: During the telling of the events that lead up to the resurrection story it would be splendid, indeed, if you could show pictures such as: Ruben's "Descent from the Cross", Pig'hein's "The Entombment", etc. The lesson picture in the Story Book is a beautiful illustration for the lesson. Another fine picture of the "Women at the Tomb" is Bouguereau's "What the Women Saw."

Suggested Hymns: "In the Cross of Christ I Glory."
"Christ the Lord is Risen To-day", No. 114, Hymnal for American Youth.
"God is Love", No. 76, Songs for Little People.

LESSON 47

Theme: EASTER LESSONS

JESUS HEALS A LAME MAN

The Bible Text: Mark. 2: 1-12.

Th Topical Memory Verse: "Jesus . . . went about doing good, and healing all that were oppressed." Acts 10: 38.

The Lesson Memory Verse: "Then shall the lame man leap as a hart." Isaiah 35: 6.

Extra Memory Work: Review the Ten Commandments.

Teach Jesus' "Summing Up" of the Ten Commandments:

"Thou shalt love the Lord thy God with all thy heart,
and with all thy soul,
and with all thy mind,
and with all thy strength.

Thou shalt love thy neighbor as thyself." Mark 12: 30, 31.

To the Teacher: Mark, writing at the command of Peter, makes his Gospel essentially the story of the "strenuous life" of our Master, leaving to the other chroniclers the task of filling in the biography of the Lord with the "when and where and how" of much that is interesting and important to the reader of his life. To Mark, the "what he did" seems to be most absorbing. And remarkably has he succeeded in giving the world an insight into the life of activity that, according to St. John, was so stupendous that if "everything" he did in that blessed ministry should be written one by one, not the whole world itself would be big enough to contain all the writings! Granted, that even a saint like John, could use hyperbole, we feel that his conviction of the magnitude and magnificence of his Masters work in that comparatively short time of earthly ministry is one of genuine appraisal. And since John's time and since Mark's time, many have written books on the life and work of Jesus, and yet, truly and wonderfully, is that life ever new, ever interesting, ever inspiring, ever saving, as we read and read and read! And oh, the hundreds of pictures that unroll in our minds as we read—and in almost all of them the multitudes are present — the crowds and crowds of people, old and young, grown and infant, rich and poor, learned and ignorant, good and wicked, wise and foolish, sick and well—listening, asking questions, begging for help, scoffing, applauding, curious, self-seek-

ing, honestly-wanting-to-know! An endless stream of human nature crowding around the divine! And the "straightway" action of the Master! No dilly-dallying! Always ready, eager to help, understanding, compassionate—what a heart-breaking story is Mark's of a life utterly spent for the saving of mankind "that would not heed!" The writer cannot ponder it without feeling like a worm in the dust! In fact she feels even more insignificant—she feels herself lame, deaf, blind, fever-maimed, hungry and dying, crying: "Jesus, help me!" And he touches her eyes and her ears and her hands and her feet, and heals! And he giveth to eat! And he forgives the sins and strengthens the heart! And rejoices the soul!

We may speculate as we will about the last judgment, and about "rewards that await us in heaven", but one thing has seemed clearly defined to the writer in regard to the activities of the Christian life, and that is, that entrance into the "joys of our Lord" is conditioned upon the same motives and the same action-filled life as our Saviour's. Read again and ponder the picture *he* gives us in Matt. 25: 31-46.

The Lesson Approach: Last Sunday we told one another the gladdest story in God's Book—the story of Jesus rising from the dead, and revealing to us God's gift of everlasting life. But that glad story would not have been in the Bible had it not been for many glad stories that came before it —

stories that tell about Jesus' life on earth, tell about the glad things that he did among men, things that helped them and made them happier and better and kinder. I wonder how many little boys and girls were curious enough to take a peep at their story book during the week and learn the new memory verses and the lesson story for today? (Commend those who did). Then you will know that "Jesus went about doing good, and healing all that were oppressed." What do we understand by the words: "doing good"? Let the children discuss these words in their own way. What is the meaning of the word: "healing"? Whom do we think of, when we think of "healing" — of making well, of curing? Yes, the doctor; and nurse; and medicine; and mother; and—maybe, some of us think about prayer—and that makes us think, too, about God. God has given us all the folks and the things that can cure the sick and the suffering. He has given power for healing to these. The word: "oppressed" is more difficult for us to understand. I shall tell you what it means. It means really "pressed upon", "pressed down"—like someone who is walking bowed under a heavy burden. It means folks who have "burdens" to bear that are pressing them down, not only in body, but also in spirit—making them sad and discontented and grumbling. And Jesus *healed* all *such* that came to him, while he was here on earth. Let us repeat that beautiful memory verse.

THE LESSON STORY

Hang the lesson picture before the class. Then ask if any child perchance has learned the memory verse for the lesson. If so, let that child repeat the verse. What is a lame man? Let the children tell what lame means. What does the word leap mean? Maybe some child would like to illustrate the "leap"? This must not be boisterously done, however, not allowed to take but a second or two of the time. The word "hart" is perhaps entirely new to the children in your class, and unless someone at home has told

the child its meaning, it would not be likely to know it. It is not the "heart" in our breast. No, hart is an animal. (If possible have a picture of a deer to show the children). The deer is very quick on its legs. It can run and leap very rapidly through the woods and over the hillside. Now, isn't that a beautiful way to speak about the lame—those who cannot walk or, at the most, but hobble along? Now we will come back to the first word in the memory verse: "*Then!*" That whole verse is taken from a chapter in our Bibles written long ago by Isaiah, the prophet, who foretold the coming of Jesus into the world. Isaiah saw in a vision a time—the time—when Jesus would come and live among men, and he saw how then—in that time—the lame would be made to leap, to walk, to run, like harts. That is the meaning of our lesson memory verse, and it leads us to a beautiful lesson story, one of the many stories that show Jesus doing good and healing the oppressed. And because you had to go home last Sunday without having it read to you, I am going to tell it to you to-day. Then tell the class the lesson story. Close the story period with a hymn that especially fits for the story theme.

HOMEWORK

Prepare the children for the home study of next Sunday's lesson. Also call their attention to the Ten Commandments in rhyme on page 115 of their Bible Story Books. Perhaps, during the coming week, the boys and girls would like to learn that rhyme? Mother may like to learn it, too? Then tell the children how Jesus summed up the meaning of the Ten Commandments. Have these two "great commandments" written or typed on slips of paper, one for each child to take home. Perhaps, mother can find time and opportunity to help them learn these verses too? Suggest that the children try to find opportunities to do a good deed toward some one helpless, lame, sick, in need,—do some act of kindness every day. And pray each day for the sick and needy and for all those who minister unto these.

Illustrative Material: Pictures that show ministry to the helpless, especially to the paralyzed and lame—in hospitals, in homes, on the street—are suggestive helps in "bringing home" practical lessons of helpfulness in the name of Jesus.

Suggested Hymns: "Jesus Loves Me! This I Know", No. 82, Songs for Children.
 "Morning Hymn", No. 2, Songs for Little People.
 "God, Make My Life a Little Light", No. 31, Songs for Little Folks.

LESSON 48

Theme: JESUS, OUR HELPER

JESUS GIVES SIGHT TO A MAN BORN BLIND

The Bible Text: John 9.

Th Topical Memory Verse: "Jesus . . . went about doing good, and healing all that were oppressed." Acts 10: 38.

The Lesson Memory Verse: "Then the eyes of the blind shall be opened." Isaiah 35: 5.

Extra Memory Work: The Great Commandment. Mark. 12: 30, 31.

Review the Ten Commandments.

To the Teacher: Blindness was a very prevalent physical affliction in the land where Jesus lived. And we may be certain, although the Gospel story cites only a few instances specifically, that Jesus healed many, many blind people during those work-filled days that he walked among men. Various were the details of method, but the same always was the wonder-working power of his cures. It is interesting to note the differences and similarities of his ways of dealing with the blind to whom he restored sight. The two blind men, who followed after him as he came from the house of Jairus, were asked: "Believe ye that I am able to do this?" And when they answered: "Yea, Lord", he touched their eyes and said: "According to your faith be it unto you." He spat on the eyes of the blind man, brought to him at Bethsaida, then touched his eyes with his hands and cured him. Jesus touched, too, the eyes of the blind Bartimaeus and his blind companion, whom he and the disciples saw sitting by the wayside begging as they came to Jericho, and they received their sight. The man born blind, whose story our lesson today holds forth, was made to see by obeying Jesus' command to go and wash away from his eyes the clay, made from spittle and loam, that the Great Physician had placed there. This washing he was to do in the waters of the shallow pool Siloam, a reservoir in Jerusalem, which was 53 feet long, 18 feet wide, and 19 feet deep, though it never had more than three or four feet of water in it. Why did Jesus sometimes use external means to help in making cures? Did he always require unwavering faith on

the part of those who asked his help? These questions come to us as we ponder his work of healing. In the case of the man born blind, whom Jesus gave sight by means of a clay and a washing plus his divine power, it would seem that the man had not displayed any definite faith in Jesus; in fact, he did not know who Jesus was until he found him again after he had been driven out of the temple by the Pharisees—the Pharisees who "scented" who the physician had been. But at Jesus' question: "Dost thou believe on the Son of God?" we find the now-seeing-but-once-blind man, opening his heart to a new and beautiful and stupendous revelation, as he reaches out toward that Son of God with the trusting question of a little child: "Who is the Son of God, that I may believe on him?" And then we behold the full realization of that revelation, as Jesus identifies himself before the man whom he has helped, and the man cries in his joy: "Lord, I believe!"

Dear teacher, can you help your little pupils to see Jesus so that they will believe on him? That is one of your sacred privileges!

The Lesson Approach: Sing for the children the first stanza of the hymn: "Tell Me the Stories of Jesus" (Hymnal for American Youth). Who remembers last Sunday's memory verses? Tell me the one about Jesus going about doing good! Tell me the one about the lame leaping like a hart! Commend the children for knowing the verses! Tell me some afflictions of the body that are just as sad, perhaps sadder, than lameness. The children will probably list a long line

of common infirmities that they know about, and blindness is pretty sure to be among them. Do the children know any blind folks? Let us shut our eyes for a minute or two. How dark it is when our eyes are closed. Suppose we had never been able to open our eyes, never been able to see! What a world of wonderful things we would have missed! Tell me some of the beautiful things you have seen this very morning on the way to Sunday school. How thankful we should be to God, our heavenly Father, for the blessed gift of sight. Let us thank him for it right now!

THE LESSON STORY

Today we are going to hear a beautiful story about a man born blind, who received sight from Jesus, the great and good helper of all the oppressed. Unlike the lame man, in last Sunday's story, who had brought his lameness upon himself by not living as he should—by sinful living—this blind man was not to blame for his affliction. Neither were his parents. It just seemed as if Mother Nature had "forgotten" to have him open his eyes the very first day he was born into the world. But God had a blessed purpose even with that poor blind baby who grew to be a blind man. It is hard for us to understand that. It was hard for Jesus' disciples to understand it. But the man born blind met Jesus one day, and then God's purpose became known to him. Tell me the story about Jesus curing this poor blind man. Let the children retell the story by the "building method", each child helping to construct it and bring it to its climax and conclusion.

Illustrative material: Let the children discuss the lesson picture after they have retold the lesson story. During the session have pictures of ministering to blind folks, if you can get any pictures that depict such mission work, placed about the room where the children readily can see them.

Suggested Hymns: "Jesus Loves Me! This I Know", No. 82, Songs for Children.
"Tell Me the Stories of Jesus", No. 94, Hymnal for American Youth.
"Jesus Bids Us Shine", No. 17, Songs for Little People.

THE MEMORY WORK

The lesson memory verse today is very much like last Sunday's. It is told by the same prophet—prophet Isaiah—in the same chapter in God's Book, as last Sunday's verse. "Then (when Jesus comes among men) the eyes of the blind shall be opened." Let the children repeat the verse severally and in unison. Then teach the lesson group: "Jesus Loves Me, This I Know." Perhaps the children know it already. Then sing it heartily together!

Follow the singing by a repetition of the Ten Commandments in rhyme, if the children have mastered them in the little verse in their Story Books, or review them as they have been studied from the Bible text. Then remind the children that Jesus made a "sum up"—just like adding a problem in arithmetic, and said that all the Ten Commandments totalled themselves into *two great ones*: One about *loving God*, and the other about *loving one's neighbor*. Let us learn the Great Commandments now, or, if we have learned them at home during the weekdays, let us repeat them together now!

HOMEWORK

When Jesus went about doing good and healing all that were oppressed, there was, I am sure, no bodily ill that he could not and would not heal. Next Sunday's lesson tells us about another "oppressed" man whom Jesus helped. I am not going to read the story over with you now, but let you try to read it for yourselves, with mother's help, perhaps, during the week days, and discover of what Jesus healed him. Assign, too, the lesson memory verse for home study.

LESSON 49

Theme: JESUS, OUR HELPER

JESUS GIVES HEARING TO A DEAF MAN

The Bible Text: Mark 7: 31-37.

Th Topical Memory Verse: "Jesus . . . went about doing good, and healing all that were oppressed." Acts 10: 38.

The Lesson Memory Verse: "He hath done all things well; he maketh even the deaf to hear, and the dumb to speak." Mark 7: 37.

Extra Memory Work: The Great Commandment: Mark 12: 30, 31.

To the Teacher: When the Galileans turned against Jesus, and he and his disciples felt the need of leaving its towns and its countryside for a time, they took a northward course to Syro-Phoenician country, where one of the notable miracles of Jesus ministry was performed. But so did his fame, because of the healing of the Syro-Phoenician woman's daughter from her evil spirit, spread in that land, that the privacy and rest, which he had sought, became impossible, and he and the disciples soon journeyed on, through the territory of Sidon, over one of the Hermon passes, into the country of Philip the tetrarch, and then down along the boarders of Decapolis to the southeastern shore of the Sea of Galilee. In that country great crowds followed him, having with them those who were lame, blind, dumb, maimed in many ways, and besought him to heal them. And he did heal them, so that the crowds wondered greatly, and many of those who beheld Jesus' power glorified the God of Israel. One of the specially mentioned cures that took place during that time and in that country, was the restoring to speech and hearing of the deaf-mute, told in our lesson story today. It is another story of heart-breaking physical affliction touched by the Great Helper and its victim made whole and happy.

Dear teacher of little children, has Jesus, the Christ, touched your ears and your tongue, that nothing can keep you from witnessing before your fellow men: "He hath done all things well"? But more than this—has he so touched your heart, that

nothing in your life—your actual living life—prevents that message from being believed?

The Lesson Approach: Turn to the pictures for the two previous lessons on "Jesus, our Helper", and let the children repeat the respective memory verses as they look, first at the lame man, and then at the blind man, whom Jesus healed. Then let the class recite in unison the topical memory verse. Children, lame folks and blind folks are "oppressed". They live as if "under a burden" that "presses" down upon them. Not one of us would ever wish to be lame or blind. And everyone of us is thankful to the heavenly Father that we can walk and run, and that we can see. And everyone of us feels very sorry indeed for all who are lame and blind. We want to be kind to them, to help them in every way that we can help them, to cheer them, and to pray for them. But there are other afflictions of the body that are sad, too, and make us pity the folks who are oppressed with them. What part of the body is affected by lameness? Yes, the feet cannot carry the rest of the body. By blindness? Yes, the eyes. But when the feet cannot carry the rest of the body about, the whole body suffers. And when the eyes cannot see—the whole body suffers, for then it is difficult to move about without aid, and to attend to oneself properly, many times. Tell me some other members of our body, except the feet and eyes, that may be unable to do their work properly? (Play a "ripple of music" on the piano, impromptu,

and ask the children how they know that is piano music). Yes, you saw me play over the piano keys. But, suppose you had had your eyes closed! Would you have known anyway that it was piano music? How? Yes, because you heard it! But there are folks—yes, even little boys and girls—who cannot hear. There may be ears on the sides of their heads, just as on yours and mine, but there is no power in the ear to hear! And, oh, so many beautiful things they miss—the deaf people miss—because their ears are sick! If there were a little deaf boy here today, he could not hear my voice—hear me speaking. And, as I mention the word speaking, can you tell me how I am able to speak? With my voice and my tongue! Where is the voice? Where is the tongue? Some folks have both voices and tongues, but cannot speak anyway! Such people we call: dumb. Other folks cannot speak plainly. Their tongues are misshapen or they may be “tied”, as we say. You have heard of “tongue-tied” people. Maybe you know someone who speaks as if the tongue were “tied” down? How happy we are, and thankful because we can use our voices and our tongues, to sing and speak. All the more should we be glad that we may use our voices and our tongues in saying kindly things, in learning memory verses, in prayer and song. Let us together thank God for giving us voices and tongues, and ask him to bless us so that we always may use them to his honor and glory. Then sing: “Jesus Loves Me, This I Know.”

THE LESSON STORY

It is a sad affliction in our times to be deaf and dumb. But in that long ago time, when Jesus was here on earth, it was even harder and sadder for the poor deaf-mute—the man who could neither hear nor speak. For there was no way then, like there is now, of teaching the deaf and dumb how to speak with their fingers and listen with their eyes. And among them all, the oppressed, the suffering ones, that Jesus healed, were

also many deaf persons and persons who could not speak. Our lesson today tells about one such—a man who was deaf, and who could only stammer a few sounds, when he tried to tell people what he wanted. Tell me about him.

THE MEMORY WORK

Jesus, going about and doing good, and healing all that were oppressed, did it all because of *love*—the love he bore his Father, God, and the love he bore his neighbors—his fellow men, the men and women and boys and girls on earth. Let us repeat together the Great Commandments—about the way—or, *how much*—we should love God and love our fellows. The lesson memory verse has been told in the lesson story, but let us repeat it together. Those who love deeply and faithfully are pretty certain to *do things well!* Let us think about this. Let us talk it over with mother at home. Now let us rise and sing: “Jesus Loves Me!”

HOMEWORK

Children, during the week let us think about four of our body members that we want Jesus to help us use, so that we can, in turn, become Jesus’ helpers—helping those who need a kind word, a loving deed, a happy smile, somebody to pray for them. *Feet*—using our feet to run errands for Jesus. *Eyes*—using our eyes to see where we can help and do loving deeds. *Ears*—to hear about the love of Jesus, our helper, and about the needs of folks around us everywhere and every day. *Tongue*—to speak about Jesus to others, to say glad words, to sing his praises, to tell the truth. And then, if we let Jesus help us to use these body members, we will surely use our *hands* for good deeds, too. Next Sunday’s lesson is about a sick boy, whom Jesus cured. I know you will want to learn the story and the memory verse so you can tell them in class next Sunday. For that you will have to use *Eyes, Ears and Tongue*.

Illustrative Material: Talk about the lesson picture after the re-telling of the story. Have a picture of the ear, either drawn on the blackboard or on a chart, and one of a human tongue, to show the children, as you broach the subject of ear and tongue in the course of your informal talk. Physiology and anatomy are handmaidens, many times, of psychology, and in this instance especially so.

Suggested Hymns: "Thou didst help the thronging people
by blue Galilee;
Speak to us, thy little children,
Teach us charity.

"Thou, whose touch could heal the deaf man,
make the blind to see,
Touch our hearts, forgive our failings,
Teach us love for thee."

To the melody of Hymn No. 102, Hymnal for American Youth.
"Jesus Loves Me! This I Know."

LESSON 50

Theme: JESUS, OUR HELPER

JESUS HEALS A NOBLEMAN'S SON

The Bible Text: John 4: 46-53.

Th Topical Memory Verse: "Jesus . . . went about doing good, and healing all that were oppressed." Acts 10: 38.

The Lesson Memory Verse: "The man believed the word that Jesus spoke unto him." John 4: 50.

To the Teacher: The miracle told about in the lesson story to-day took place at the beginning of Jesus' Galilean ministry. He had just travelled from Jerusalem to Galilee by way of Samaria. Reaching the Galilean border, it is likely his fishermen disciples left him to go to their homes in Capernaum, while Jesus went to Nazareth. The disciples went to their fishing, no doubt, inviting Jesus to join them soon in Capernaum, whither they had begged him to come and live with them. On his way to Nazareth, Jesus probably sojourned at Cana, where lived the little bride, at whose wedding he had been such a beneficent guest some time previous. She may have been related to him—a cousin, perhaps, on Mary's side of the family. It is likely he visited her at this time. And in Cana, too, lived Nathanael Bartholomew, whom Philip had introduced to Jesus, and of whom the Master had said: "Behold, an Israelite in whom is no guile!" We cannot tell to which house—the bride's or Nathanael's—that this officer came rushing to find Jesus one day during that particular stay in Cana, or if the officer approached Jesus on the street. But St. John tells us that he came, seeking Jesus, and that he had come all the way from Capernaum, where likely he had heard from Jesus' fishermen disciples that their Master was to be found in Cana. Dashing into Cana on horseback—soldier of the king, a nobleman—he must have caused some excitement among the inhabitants of the little town. His errand was one of life importance. He refused to be delayed a moment in search for Jesus. The people of Cana, aroused with curiosity, pressed around him. Jesus said: "Except ye see signs and

wonders, ye will in no wise believe." Perhaps this was as much a challenge to the curious crowd as to the nobleman? The nobleman was apparently not looking for signs. His errand was too heart-anxious for that. And Jesus, the keen-witted helper of man, saw that anxious heart, earnest and unselfish in its anxiety for a suffering child. Calmly, assuringly, as only Jesus, the super-compassionate one, could have said it, he comforted the pleading father: "Go thy way; thy son liveth!"

The Lesson Approach: Have the children repeat in unison the topical memory verse and sing the lesson group song. Then let them review for you and each other some of the examples of Jesus' compassion and love for human beings. Turn back to the pictures for the past lessons on: "Jesus, Our Helper", as you make this review of the lessons. In each of the foregoing lessons, the person helped had been close to Jesus—near him when he cured him. They could hear or see him speak and touch. But so wonderful is the healing power of Jesus, Our Helper, that even distance is no barrier to the good that he can do and will do. The lesson story today is about a sick boy who was far away from Jesus, but whom Jesus healed and as surely as if he had been very near to him. Let us rise and sing: "How Strong and Sweet My Father's Care."

THE LESSON STORY

One time when Jesus came to Cana, a little town in Galilee, a stranger came searching for him. He was very anxious to

find Jesus. His face was anxious and sad. His eyes looked as though he might have been weeping, and as if he had not had any sleep for a long time. One could almost hear him saying, under his breath: "I must find him! I must find him *soon*! I must persuade him to go with me home!" Who was this stranger? Tell me the story about his coming to Jesus. What was his errand? What did he say to Jesus? How did Jesus answer him? What did Jesus do for him? After the lesson story has been questioned out of the children's memories, or they have told it as a whole, close the story-telling period with prayer: "Dear, heavenly Father, how can we thank thee enough for sending Jesus, our Helper, into the world? We feel deeply grateful that he came and went about doing good and healing all that were oppressed. We thank thee for the wonders that he still does; all the good that is done on earth in his dear name. Bless all who work for Jesus among the sick and helpless. Bless doctors and nurses and the hospitals that care for the sick. (If any of the children or their dear ones are ill, pray

also for them, remembering them by name in your petition to God). In the name of Jesus, we ask it. Amen."

THE MEMORY WORK

The memory verse for to-day's story has a lesson about faith. Wonder if any little boy or girl has been cured of illness in answer to mother's and daddy's prayer? Tell the boys and girls that you like to believe that the little boy would have been cured of his fever even if his daddy had not believed in Jesus, for Jesus loves little children so much and loves them for their own sake. But what a beautiful thing it was that the little boy's father believed Jesus! Let us repeat the memory verse. Let us remember to talk about it at home with mother and daddy.

Prepare the children to study next Sunday's lesson and memory verse at home. Maybe they would like especially to think about the *little boy* in the story and his part in helping Jesus do a wonderful miracle?

Illustrative Material: Let the children discuss the lesson picture. Just what moment in the story does it illustrate? Pictures suggesting ministry unto the sick are valuable adjuncts to the pre-lesson talk and the lesson story moral.

Suggested Hymns: The lesson group hymn.

"How Strong and Sweet My Father's Care", No. 12, Songs for Little People.

"Thou didst Help the Thronging People", No. 102, Hymnal for American Youth.

LESSON 51

Theme: JESUS, OUR HELPER

JESUS FEEDS THE HUNGRY

Th Bible Text: John 6: 1-14.

Th Topical Memory Verse: "Jesus . . . went about doing good, and healing all that were oppressed." Acts 10: 38.

The Lesson Memory Verse: "I am the bread of life." John 6: 48.

To the Teacher: To get a vivid picture of that throng of five thousand men, besides their women folks and children, as Jesus gave orders to his helpers, the disciples, to "make the men sit down", I wish every teacher could read Phillips Brooks' sermon on that text—"Make the men to sit down", in his volume: "Twenty Sermons." It is too long to quote here. But perhaps you could get the book in some library and read for yourselves?

Oh, the wonderful hospitality of Jesus! Using the little, the near-at-hand, blessing it and giving it out—out to strangers, to the needy, giving it orderly and quietly, no fussing and fuming! And best of all—how wonderfully he gave of himself, the sweet spirit that always radiated from him! What are you and I giving in his name to quicken others, to nurture them and comfort them and bring them happiness?

The Lesson Approach: Sing: "God Will Take Care of You." Tell me some of the many ways in which God cares for you and me! How? When? Where? Indeed, when we begin to question ourselves about God's care for us, it almost makes us dizzy to think of the hundreds and hundreds of ways in which he cares for us! Let us sing: "How Strong and Sweet My Father's Care." Soon you will tell me the lesson story for today. It tells about God's loving care for a big crowd of hungry people on a particular occasion, when through Jesus they were fed in a wonderful way. Perhaps, as you have been studying the story during the weekdays, you have wondered a whole lot about this wonder that Jesus did? After we have told the story itself, we shall talk together again about the wonder of it.

THE LESSON STORY

Going about the country doing good, and healing the oppressed was not the easiest kind of work. Many times Jesus and his disciples grew tired and longed to get away from the crowds for a little quiet rest. One time when they did try to slip away—go out by themselves into the open country on the other side of the Sea of Galilee—to rest, behold a great crowd set out to follow and find them! I guess someone saw them take out their boats and start across the sea. And this person told others and they told still others, and by and by all the folks of the town and round about the town knew about it. And many of them had sick persons they wanted Jesus to cure, and many were anxious to ask him questions and to hear him talk, and so they began to follow the land way around the sea—follow to find him. It was far to go. In their eagerness to find Jesus, the people, many of them, forgot their work and their food and that it might be late before they could get back again to their homes. Now I am going to let you tell me the rest of the story—about the way that Jesus handled that crowd and helped them satisfy their hunger. Then let the children tell the lesson story as they have learned it.

AFTER-THE-STORY TALK

Last Sunday I asked you to think especially about the little boy, whose five barley loaves and two fishes helped Jesus feed so many thousand people. The Bible story does not tell his name, nor how old he was, nor how he came to have this food with him out there in the open country, nor why he had

followed along with the crowd that sought Jesus. But we may think about him anyway and try to imagine for ourselves how it all came to pass. (Let the children tell what they think concerning this little boy). Now I know you have wondered, just like I have wondered, how five loaves and two fishes could become so much food that five thousand men, and maybe just as many women and children, could get all they wanted to eat from it, and still each disciple of Jesus gather up enough, of that which was left over, to fill his own basket? For you and me that will always remain a wonder—a miracle. But everything is possible to God, who hath made us, and everything in the universe, and careth for us. Does he ever do wonders now? Did you ever see a farmer sowing seed in his field? Where the farmer sowed one bushel of corn in his field in springtime, he reaped fifty bushels of wheat in harvest time! That kind of wonder goes on every year! The farmer and you and I can't tell the secret of it. That is God's secret! But it happens! And we get the food to eat! The little lad with the five loaves and two fishes, Philip and Andrew and the other disciples, and the people who feasted, could not tell how Jesus made possible such a grand meal from the five loaves

and the two fishes, but it happened. And they ate!

THE MEMORY VERSE

Jesus said: "I (meaning himself) am the bread of life." That is difficult for little boys and girls to understand. But Jesus meant by it, that folks need food for their souls, for their spirits, as well as their bodies. And Jesus himself wants to come into our hearts and make us feel glad, make us feel satisfied in here (point to the heart) and grow strong and good and obedient and loving in character, because he is there. *He makes our spirits satisfied and strong and beautiful, just as food—as bread—makes our bodies satisfied, strong and beautiful.*

HOMEWORK

There remains one lesson more to be mastered before promotion time. It is the last lesson story and its memory verse in the Blue Story Book, and the last one of the group: "Jesus, Our Helper." It is about a little girl whom Jesus helped in a wonderful way back from the dead to the living. I know you will want to study that beautiful story and the memory verse! That is your lesson for home study this week.

Illustrative Material: Discuss the lesson story picture. For silent but suggestive picture-pointers in connection with both the pre-lesson talk and the after-the-lesson talk, have placed about the room pictures of grain fields, of bread in its various processes of making and getting to our tables, of little children "saying grace", and happy family gatherings at mealtime. Pictures of picnics will also be pleasure-full. A cake of oriental barley bread would also be interesting.

Suggested Hymns: "God Will Take Care of You."
 "How Strong and Sweet My Father's Care."
 "Jesus Loves Me! This I Know."
 "We Give Thee But Thine Own", No. 88, Songs for Little People.

LESSON 52

Theme: JESUS, OUR HELPER

JESUS RAISES A LITTLE GIRL FROM THE DEAD

The Bible Text: Mark 5: 22, 24, 36-43.

Th Topical Memory Verse: "Jesus . . . went about doing good, and healing all that were oppressed," Acts 10: 38.

The Lesson Memory Verse: "I am the resurrection and the life." John 11: 25.

To the Teacher: Bacon said: "The nobler a soul is the more objects of compassion it hath." One realizes the truth of that saying as one beholds Jesus going about and doing good and healing all that were oppressed. No day seemed too crowded for him as he ministered from early to late, and then often withdrew in the night to renew his strength, not in sleep, but in prayer. The day before performing the miracle related in to-day's lesson story had been a very strenuous one for the Master. Toward evening he and his disciples had departed from the multitudes and taken a boat ride across the Sea of Galilee. It meant rest for them. But the Sea did not remain placid. A great storm arose that daunted even the spirits of the tried fishermen, so that they began to tremble with fear. Then the sleeping Master must be roused. He stilled the storm. At dawn he and his little company landed in the half-heathen land of Gadarenes on the southern shore of the Lake. They landed near an old grave-yard. An there Jesus gave right senses to a mad man. Then Jesus and the disciples took to their boat again and sailed toward Capernaum. The crowds were on the seashore, looking for him. Pressing through the thickest of the multitude came a man, crying: "My little daughter! She is at point of death! Come, lay thy hand upon her, that she may be made whole and live!" Jesus probably knew the man—knew him well, for it was no less respected a person in Capernaum than Jairus, the ruler of the synagogue. And Jesus, friend of little children, probably also knew the little girl, now lying at the point of death. A great need! A great helper! But on the way to the dying child, there were others pressing close

to the great helper. Oh, how many were the needs of humanity! And Jesus helped them! Sickness, sorrow, woes untold, even death must flee before him! Can you make your little pupils feel that depth of sympathy, and the endless power for helping the oppressed, that were Jesus'? Try!

The Lesson Approach: Sing the lesson group song. Review last Sunday's lesson memory verse. Ask the children to tell you the meaning of it. The memory verse for to-day's lesson is something like it. "I (Jesus) am the resurrection and the life." We remember the meaning of the word: *resurrection*, from our Easter lesson. "Resurrection" means "rising up." When we have Jesus in our hearts (as we talked about last Sunday) he satisfies our spirits, makes us glad to live, makes us strong and beautiful in character. That is because Jesus is the *bread of life*, nourishing our spirits as the natural bread nourishes our bodies. When we have Jesus in our hearts, we shall *live* on and on forever,—we shall *rise up* from the sleep of death. That is the meaning of the memory verse for to-day's lesson. Soon we shall tell the story about the little girl whom Jesus *raised up* from the sleep of death.

THE LESSON STORY

Once, when Jesus and his disciples came home to the city of Capernaum after a journey on the Sea of Galilee, a very anxious and worried daddy came and bowed before him. Tell me the name of this anxious daddy. What did he say to Jesus as he bowed before him? Did Jesus go with Jairus? What happened on the way? How did

Jesus comfort Jairus when the messenger from his house had told him the sad news? Whom did Jesus take with him to Jairus' home? And with similar questioning, draw out the story facts from the children's memory. Then hang up the lesson story picture and let the children discuss it. We do not know the name of the little girl, but Jesus called her "My little girl" as he spoke to her. Now you can better understand, after telling and hearing about the wonderful way that Jesus waked the little daughter of Jairus out of the sleep of death, why he is "the resurrection and the life." Just so will he "wake up" all those who die on earth, who believe in him, believe that he is the resurrection and the life." Just so will he "wake up" all those who die on earth, who believe in him, believe that he is the resurrection and the life, and welcome them to the joys of life in the world beyond—yes, in heaven.

THE PRAYERTIME

Because this is the last Sunday of the school year that finds your class in session just as it is today, and next Sunday will see it scattered—the boys and girls due for promotion going to another teacher, perhaps, and another department—have a special little prayertime now to thank God for the past year and ask his special blessing on the children and on the "seed that has been sown" in their young hearts. Maybe some of the boys and girls themselves would like to thank God in their own words for the happy times they've had in the Sunday school class?

Illustrative Material: The lesson story picture.

Suggested Hymns: "Jesus Loves Me! This I Know."

"To and Fro", No. 84, Songs for Little People.

"Good-Bye Hymn", No. 96, Songs for Little People.

HOMEWORK

If the new story books are ready for distribution, give them to those of your class members who will remain in your class during the next school year. Collect (if your plan is to save the books used during the year now closing for use another year with another class) the "blue" books; commend the children who have kept their books in good condition. If promotion has already taken place, so that you have welcomed the new six-year olds, who have come from the Beginners' Department, go about preparing for next Sunday's lesson in the usual way, assigning it for home study. (The writer does not want to suggest any special promotion schemes for your Department. They should be in harmony with whatever Promotion Day plans are made for your whole school. But, if some way can be found to allow you some "class period" during the session, the homework assignment and the new books distribution are important enough to be given time. There is a definite amount of lesson work for every one of the school year's 52 Sundays, and not any of it should be lost if it is possible to get it in. The first and last Sundays of the school year are just as important from the actual teaching standpoint as the other fifty. Perhaps the Promotion Sunday could have a longer session than ordinarily, so as to get in the promotion exercises first, and then the regular teaching? The same might be possible on the following Sunday, too,—the first Sunday in the new school year, when the new routine must be "shaped" and the new classes really initiated? These remarks are merely suggestive).

GOING ABOUT DOING GOOD

(A Missionary Story)

"Mother", said little Jane, "who is that 'funny-looking' old lady, who sits way up front in church at the Sunday morning service? She has a queer kind of 'telephone' that she holds to her ear, and she holds the hymnbook right up to the very tip of her nose when she sings, and I saw her hobble down the aisle so many times. Mother, do you know her?"

"You mean dear old Miss Goodspeed?" said mother, "the old lady with the very white hair and the kindly smile on her face, but who must use an ear-phone to hear the minister's sermon and the organ music and the prayers?"

"Maybe that's she", answered Jane. "I think she is very queer, don't you? I don't like queer people like that!"

"I am sorry to hear you say that, Jane", said mother. "You do not know Miss Goodspeed, dear, or you would not speak that way about her. She isn't queer at all! She is just worn-out going about doing good! Maybe you'd like to hear a story about her?"

"Do you know a story about her, mother?" asked Jane.

"Indeed, I do!" smiled mother. "A very beautiful story it is, too. You see, Miss Goodspeed was once a sweet little girl, like you, Jane. She could run as fast as a deer. She had big, round, clear blue eyes, and there was nothing in the way of sounds that her sharp little ears could not catch.

"She grew up in a loving home, where everyone loved the Lord, Jesus Christ. And she went to Sunday school and to church services. And one day, when she was quite a big girl, about fourteen, I think, she made up her mind that she wanted to be a missionary and go away off to some heathen country and teach little boys and girls about Jesus. Her mother and father were very glad that she wished to be a missionary, but, somehow, they felt that she was not very strong and that it would go hard with her to leave her good home and go so far away.. But little Miss Goodspeed had made up her mind, and nothing could ever change that longing in her heart to serve her Master, Jesus Christ, by telling about him to those who had never heard about him before.

"So she went to school and to college and studied very hard for several years. By and by she was ready to leave her happy home in America and go far away to a land where only dark-skinned people live, and where things were dirty, and poor, and unhappy, and unfit almost, for folks to live among.

"Miss Goodspeed was a very beautiful young woman when she started for that heathen country. She walked as you and I, and she needed no glasses for her beautiful eyes, and no ear-phone to help her hear, and no cane to pick the way for her as she strolled the street. And, I remember, for I had the pleasure of hearing her often, how she could sing, and how wonderfully she could tell the stories from the Bible!

"The years came and went—many, many years, it seemed to those in the home country who knew and loved her, before she came home again. And when she came Jane dear, she came as an old lady, broken in health and all her lovely body marred by sickness and sacrifice. But, those who I known her in the days when she went away to the little heathen boys and girls, to tell them the glad story of Jesus, and to help them grow up good and true and beautiful, thought that now she was more beautiful than ever!"

"Oh, mother!" exclaimed little Jane.

"Yes, Jane", said mother softly and earnestly. "And if you will some times look at Miss Goodspeed with wide-open eyes and listen to her singing with wide-open ears, I believe, you will think that she is beautiful, too."

"But my eyes are wide open, mother, and my ears are not shut", said little Jane.

"Maybe they could be more widely opened?" suggested mother. "Shall I tell you how to get them opened wider?"

"Yes, mother, please tell me!"

"When you talk to the heavenly Father, Jane dear, in your thoughts, and out loud in your prayers, ask *him* to 'open your eyes wider, that they may see', and your ears 'that you may hear.' I believe that he will do so, if you ask him. Little girls, many times, do not see as they should see, nor hear as they should hear. That is the reason

why the think dear old ladies, like Miss Goodspeed, are 'queer'. They have not peeped into the hearts of the folks they see. But Jesus always did that! And *he* can help little girls and boys and big women and men to do it, too!"

* * *

"Mother", said little Jane, one day a few weeks later, "Isn't Miss Goodspeed beautiful! And do you know what she told me about her glasses and ear-phone?"

"How could I even guess it, unless you tell me, Jane dear?"

"Well Miss Goodspeed says that the little black boys and girls, away off in that heathen land where she lived so many years, prayed Jesus to give Miss Goodspeed a pair of new eyes and a pair of new ears, so she could keep right on seeing the many beauti-

ful things in the world and hearing all the lovely music. And God provided her with glasses and with an ear-phone, when she came back to her own land again. But Miss Goodspeed said something else, too, about her eyes and her ears."

"What?" asked mother, her face full of smiles.

"She said that it won't be very long before she will get to another land where God will give her brand new eyes, all her very own, and brand new ears, and let her see such wonderful things she never could see here, and hear what her ears have never heard here. She says it will be so wonderful in that land, that neither she, nor I, nor you, nor anybody, ever even can imagine it! Is that true, mother?"

"Yes, Jane, that is true", said mother.

PROMOTION TIME

Read Matt. 7: 15-29.

Whether Promotion Day in the Sunday school should be a day of *examination*, on which the children be called to display their knowledge gained during the school year, or whether it should be just a simple, glad-some *festival*, during which the pupils be promoted to new classes, is a matter best decided by the local school. In some schools the *entire* school will have *one* program for Promotion Day, every department gathering together with every other department for the promotion exercises, planned in detail by the superintendent of the school or a committee appointed by him.

In other schools the Promotion Day observances will probably be held in each department by itself. Frequently, the so-called Primary Division, which includes the Cradle Roll, the Cradle Roll Class (if there is one), the Beginners' Department, and the Primary Department, will hold promotion day exercises of its own.

No matter how the celebration be planned in detail, it is well to have the children take as active part in the program as possible, making them feel the joy of accomplished lessons as they pass to a higher class. If rewards are customarily made for well-learned lessons, faithful attendance, well-kept books, etc., this is the logical time of the year to make them. Also, it is wise to invite the children's parents and friends to the festival. Have the classrooms decorated with pictures and flowers. If the children have done handwork during the school year, exhibit it.

Let the passing on to higher classes be an exercise of dignity that will impress the children. The boys and girls who are to remain in the same class (Beginners' or Primary) for another year's work in the Story Cycle should also be made to feel that they have accomplished a year's work satisfactorily, and that being allowed to take up a new year's course of stories and memory work is a distinct honor and privilege.

Be sure to include in the Promotion Day program a short talk to the parents, thanking them for their past interest and co-operation in the teaching of the Bible and the Bible lessons to their little ones, and reminding them of their sacred privilege to work hand-in-hand with the church in the nurture of the children's spiritual life.

* * *

The work has been strenuous! Teaching is strenuous work and requires the love, yes, the *passion* of a life-full soul! Yes, it requires the vigor of a soul that cannot be discouraged although the victory is but a vision!

"Lord I believe!
Man is no little thing,
That, like a bird in Spring,
Comes fluttering to the Light of Life,
And out into the darkness of long death,
The Breath
Of God is in him,
And his age-long strife
With evil has a meaning and an end.
Though twilight dim
His vision be,
Yet can he see Thy Truth.
And in the cool of evening Thou, his friend,
Dost walk
With him, and talk
(Did not the Word take Flesh?)
Of the great destiny,
That waits him, and his race
In days that are to be.
By *grace* he can achieve great things,
And, on the wings of strong desire,
Mount upward ever, higher and higher,
Until above the clouds of earth he stands
And stares God in the Face."

(Quoted from "The Word and the Work",
by G. A. Studdert Kenney.

APPENDIX

FOR WEEK-DAY BIBLE SCHOOL USE

A CHRISTIAN NURTURE COURSE FOR THE PRIMARY

**How "Bible Stories" (The Blue Book) may be used in the First Grade
of the Week-Day Bible School**

NOTE: The lessons of the first story group are outlined in detail. The other lessons are merely stated with a word or two of comment to give direction. The teacher, who is wide-awake, will profit best in "putting across" the lessons of the course, if she will conscientiously prepare her own detailed outline for the respective lesson groups and gauge the amount of memory work to require in each combination of story-work. The general plan is to work projectively and give the child a God-ward, reverent, right-living background for his own every-day life.

The picture work will have to be planned in advance of the scrapbook work, so that the children or the teacher, or both, will be equipped with the necessary materials.

Lesson I

I. Story Group: "GOD THE CREATOR"

Introductory lesson: Talk with the children about "creating", "making"—what they *can* make; things they *cannot* make; things that are that no human hand has made; the great creating Spirit: God. Let the children give *their* idea of God—who, and where *he* is. Can we see God? Can we feel his presence? Can we know the *he is*? Yes, by his handiwork and by his Spirit, and by his Word.

Assign for study at home: Story No. 1 in the Blue Story Book; also the memory work on pages 5 and 6.

Teach the song verse on page 14.

Lesson II. Story No. 1

HOW MOTHER NATURE CAME TO BE: God made heaven and earth.

Pre-story Talk: How do we know that God *is*? God is like a father; He is a father; and Nature is his handiwork; "Mother Nature", as we often call the great outdoor world that man has not made, but that God, the great Creator, has called into being, is his handiwork. How do we know that? We read about it in a great book—the most widely read book in all the world: The Bible. We know it, too, because something within us, the voice of a Spirit that dwells in our hearts, tells us so and makes us wonder and marvel at the things that Nature has. The earth is like a mother. And God made the earth that way.

Tell the story: "God made heaven and earth"—or read it from the story book—or require its retelling by the children.

Teach and repeat the memory work assigned for the lesson.

Use pictures that depict the elementary things of creation: the sea, the clouds, the brown earth, the blue sky, etc.

Assign for homework: Stories No. 2 and 3, (for reading by someone at home to the children), and memory verses for these stories.

Lesson III. Stories No. 2 and No. 3

MOTHER NATURE'S CHILDREN: God made the plants, God made the animals, and provided the conditions under which they may live.

Pre-story Talk: Talk about the seasons of the year, and the sun and moon—conditions that prepare the way for plant life and animal life on earth. Have pictures of plants, fields, gardens, seasons, animals, birds, fish, etc., etc. Talk about the secret of their “coming to be”—their propagation and growth (in the beautiful simplicity necessary to appreciation of “seedtime and harvest”, and animal life, by the child mind. Point out the wonder of the “step by step” orderliness of the Creator in creating all these after their kind.

The Stories: Let the children tell them from memory, or do you tell the stories to the children.

Have a recitation of the memory work for the two lessons, as well as a review of the first lesson's memory work. Sing the lesson-group song verse. Sing other songs that praise the Creator. (Hymnal suggested for use in this course: “Songs for Little People” by Danielson and Conant—published by Pilgrim Press, Boston and Chicago).

Assign next lesson: Story No. 4, and memory verse, for home preparation.

Lesson IV. Story No. 4

HOW GOD'S CHILDREN CAME TO BE: God made man and the conditions under which he was to live.

Pre-story Talk: Mother Nature—God's handiwork—was prepared in many wonderful ways for even a *higher-life being* than the animals, wonderful as they are. And so after all the wonderful ways of the seasons and the plant and animal life on earth were established step by step in beautiful order, God made this higher-life being. This higher-life being was like the animal life of the earth in many ways, but the likeness to the animal life was *physical*—in body, and in body-growth. Yet, the body of the higher-life being was more perfect and more beautiful than the bodies of the animals. And there was a reason for this: it was to contain something very fine and beautiful that *no animal ever did or ever has possessed in its body*. It was to have the very *spirit of God*, the Creator and the Father, in it. And so, God made *man*. Just how this came to be—this putting of a part of God himself into an earthly body (a Mother Nature body) our lesson story from the Bible tells. And when we have learned that story we will know *how* men and women and little children came to be on earth, and *why* they are different from dogs and cats and puppies and kittens, and all the other animals.

Tell the lesson story, and have the children repeat the memory verse.

Use pictures of men, women and little children, in addition to the lesson story picture.

Lesson V

Review of Stories 1 to 4 inclusive with the memory work.

Prepare to have the children mount the pictures (they and you may have gathered for the illustration of the lessons) in scrap books. (The scrap book—made by the child—telling in pictures the stories under each lesson group of the course—make ideal “handwork” for a course like this one).

Sing all the songs sung during the lesson group perusal.

Pray the first part of “The Lord's Prayer” (that has been part of the memory work for this lesson group) and talk about God as a *Father*, for that is what the Great Creator is, and the beautiful earth he has made with all its delightful plant and animal life and its wonderful human life, is under his constant loving care, that some day, when all his children—all the men and women and little boys and girls on earth—have learned to love *him as their Father*, not only will the earth be beautiful but it will be the happy home God intends it to be—happy as heaven, where God's will is always done.

II. Story Group: GOD'S LOVING CARE

Lesson VI. Stories 5, 6 and 7

GOD GIVES US HOMES: Mothers and fathers, food and water, clothes and shelter.

Lesson VII. Stories 8 and 9

GOOD GIVES US TRAINING FOR MINDS AND SOULS: Schools and church.

Lesson VIII. Story 10

GOD GIVES US A HEVENLY HOME: We cannot live on earth always, but God takes care of us even after the earthly life is done.

Lesson IX. Review

Review the God's Loving Care lessons and memory work. Sing the songs about his care, selected from the hymnal in use. Add pictures to the scrap book collection to make a "picture story" of this lesson group.

III. Story Group: PRAYER

(Prayer is our tangible proof of friendship with the heavenly Father, who has made us and cares for us. We may converse with him, and feel his Spirit talking with us, about everything that concerns our lives).

Lesson X. Story No. 15

MORNING AND EVENING PRAYER: The family altar.

Lesson XI. Stories 16, 17, 18 and 19

PRAYER FOR EVERY NEED IN OUR LIVES.

(Do not require the memorizing of all the memory work in connection with these stories, nor the learning of all the stories, but touch upon their central thought and significance in each instance).

Lesson XII. Story No. 20

JESUS TEACHES US TO PRAY.

Jesus taught us how truly God is our heavenly Father; and the prayer, Jesus taught us to pray, includes everything we need most in life.

(Continue scrapbook work, to complete this group, at close of this lesson, and review songs and memory work).

IV. Story Group: THANKSGIVING

(Hand-in-hand with prayer as a token and privilege of friendship and "childship with the heavenly Father").

Lesson XIII. Story No. 21

THANKSGIVING FOR DAILY BREAD: For God's loving care in the home-life.

Lesson XIV. Stories No. 22, 23 and 24

THANKSGIVING FOR EXTRA CARE THAT WE MANY TIMES NEED: In times of trouble.

V. Story Group: THE CHRISTMAS STORIES

Lesson IV. Stories No. 25, 26, 27 and 28

PREPARING THE WORLD FOR THE COMING OF THE CHRIST-CHILD

(Use as much of the memory work and story work as can be gotten into the lesson time, that the children may get an idea of the thorough preparation that God made for sending his Son into the world).

Lesson XVI. Story No. 29

THE CHRIST CHILD IS BORN.

(After the Christmas story and songs and memory work, let the children mount pictures in their scrapbook of scenes from the lessons of the whole group of Christmas stories).

VI. Story Group: THE CHILDHOOD OF JESUS

(Homes have been happier since Jesus came to the world, and God's loving care the better known, understood and appreciated).

Lesson XVII. Stories No. 31, 32 and 33

THE INFANT JESUS—Some of the things that happened to the little baby Jesus.

Lesson XVIII. Stories No. 34 and 35

THE BOY JESUS—How he grew up.

Lesson XIX. Review

Review the stories about Jesus' childhood, the memory work and songs, and make scrapbook insertions to tell the story.

VII. Story Group: OBEDIENCE

(No happy time in the home or anywhere unless we learn obedience).

Lesson XX. Story No. 36

ADAM AND EVE DISOBEY GOD (the *first* disobedient children of God).

Lesson XXI. Story No. 37

WHAT HAPPENED TO A DISOBEDIENT SON.

Lesson XXII. Story No. 38

WHAT IT COSTS TO OBEY. (Not always *easy* to obey).

Lesson XXIII. Story No. 39

THE REWARD OF OBEDIENCE. (But it *pays* to obey).

VIII. Story Group: REVERENCE

(The result of obedience and love for God).

Lesson XXIV. Story No. 40

REVERENCE BEFORE GOD.

Lesson XXV. Stories No. 41, 42 and 43

REVERENCE FOR THE THINGS THAT GOD HAS COMMANDED TO BE KEPT
ESPECIALLY SACRED: His Word, His Day, His House of Worship.

Lesson XXVI. Review

Review the "Reverence" stories and memory work, and continue scrapbook work to illustrate this group, using pictures of God's Book, Sabbath observance, worshipping in his House; pictures of churches and cathedrals, altars, prayermeetings, praise services, ministering to the poor and sad and sick and needy, etc., etc.)

IX. Story Group: EASTER STORIES

(The Easter drama is one that inspires the greatest kind of reverence before God and should be taught with marked reverence).

Lesson XXVII: Stories 44, 45 and 46

THE SUFFERING, DEATH AND RESURRECTIONS OF THE CHRIST.

Lesson XXVIII. Review

Review the Easter Story, and make scrapbook picture inserts for the passion-story group. Drawings of the cross and other symbols of Eastertime may also be made in the books.

X. Story Group: JESUS OUR HELPER

(Because Jesus came into the world and suffered among men, he became the great Helper of all mankind).

Lesson XXIX. Stories 47, 48, 49 and 50

JESUS HELPS THE PHYSICALLY DEFECTIVE—THE SICK.

(Give these lessons in "panorama", but touch on all the manner of afflictions told of in the respective stories).

Lesson XXX. Story No. 51

JESUS FEEDS THE HUNGRY.

Lesson XXXI. Story No. 52

JESUS HAS POWER OVER DEATH—He raises a little girl from the sleep of death.

(This lesson is especially intended to teach little children that death is not an appalling, dark specter—a lesson that many little fearful and "scared-of-the-dark" children need).

(At the close of each lesson period, during the teaching of the stories of this group, time may be taken to make the scrapbook illustrations for the lessons).

XI. Story Group: LOYALTY TO GOD—GOD'S HELPERS

(God who has made us, takes care of us, shows us the way to happiness, should have our loyalty—we may serve him every day in both easy and difficult ways).

Lesson XXXII. Stories No. 11 and 12

A MAN WHO KNEW NO FEAR IN HIS LOYALTY TO GOD—The story of Elijah.

Lesson XXXIII. Stories No. 13 and 14

A MAN WHO WAS EVER ANXIOUS TO SERVE GOD BY HELPING THE SICK AND NEEDY—The story of Elisha.

Lesson XXXIV. Review

Talk about loyalty to God and its meaning in the lives of the children. Complete the scrapbook for the year. Hold a kind of general test for the year's work, if you deem such a test important.

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